

2023_24AY Assessment Report

October 02, 2024

Introduction

Assessment of student learning outcomes (SLO) at the University of Arkansas at Pine Bluff occurred at a variety of stages and checkpoints. Assessments took several forms including rubric-based assessments, standardized testing, comprehensive examinations, and senior-level projects. Rubric-based assessments of institutional and school student learning outcomes and in some cases, degree program student learning outcomes were archived in LiveText (Watermark Insights, LLC), our assessment management system.

The University also undertook a process of longitudinal assessment. We conducted entry-level, mid-level, exit-level, and alumni assessments. Entry-level assessment metrics included high school GPA, class rank, and ACT scores. The mid-level assessment was a rising junior exam (i.e., the ETS Proficiency Profile), which assessed proficiency in general education knowledge areas. Senior assessments took the form of either senior comprehensive exams or senior projects. Senior assessments represent exit-level assessments of discipline specific knowledge, skills, and competencies. The Office of Assessment conducted surveys of alumni three and five years after graduation as a means of follow up assessment. Additionally, student learning outcomes were assessed in co-curricular programs across the campus. Such assessments took the form of self-assessments and other means of documenting what students gained from interactions with respective co-curricular programs.

This report summarizes the results of our longitudinal, curricular, and co-curricular assessments. Assessment activities were undertaken throughout the academic year. In May of 2024, assessment data were summarized. In June, the summaries were reported to administrators, deans, directors, and particularly, department chairs. These individuals were asked to review their assessment data (during the July-August period) and prepare to discuss the data with faculty, staff, and other unit personnel when the 9-month faculty returned from summer break in August of 2024.

At the beginning of the 2024_25 academic year, returning 9-month faculty were presented with summaries of assessment data. Faculty and administrators reported improvements relative to planned improvements for the 2023_24 academic year (reported in Appendix 1 of the annual Assessment Report). Faculty and administrators also reported what the assessment data from the 2023_24 academic year indicated and how their unit will adjust activities and instruction to improve student learning outcomes during the 2024_25 academic year (reported in Appendix 2 of the annual Assessment Report).

Co-curricular programs undertook similar data reviews and planning activities, either during the summer or at the beginning of the 2024_25 academic year. Co-curricular programs examined data and reported outcome improvements during 2023_24 academic year relative to improvement plans (reported in Appendix 3 of the annual Assessment Report). As with academic units, co-curricular programs also reported on assessment data from the 2023_24 academic year

and plans for improvement during the 2024_25 academic year (reported in Appendix 4 of the annual Assessment Report).

Reports of accomplishments and plans for improvement from academic units and co-curricular programs were shared with the Office of Assessment for inclusion in the annual assessment report. The 2023_24AY Assessment Report was finalized on October 15, 2024. This deadline allows units and programs to implement their improvement plans during the 2024_25 academic year. This is the basic cycle of assessment and improvement for the University.

This document reports the assessment activities which occurred during the 2023_24 academic year. In most cases, summaries indicating long-term trends in assessments are also included. Policies and procedures relative to assessment and improvement are evolving. For example, senior comprehensive exams are revised on a routine basis. Few academic departments have devised a senior project in lieu of a senior comprehensive exam. However, all senior projects are assessed with a rubric allowing evaluation of performance with respect to a variety of knowledge and skill areas within a discipline. The UAPB Student Assessment Plan ([https://www.uapb.edu/sites/www/Uploads/Assessment/NewFolder/Newdocs/UAPB Student Assessment Plan_11.pdf](https://www.uapb.edu/sites/www/Uploads/Assessment/NewFolder/Newdocs/UAPB%20Student%20Assessment%20Plan_11.pdf)) outlines requirements for a senior assessment. Specific questions about the content of this report or the interpretation of assessment data should be referred to the Office of Assessment.

Institutional Student Learning Outcomes

We completed the third year of a six-year rotation of assessment of institutional SLOs. We conducted institution-wide assessments of Oral Communication and Critical Thinking.

Oral Communication

Oral Communication assessments were higher during the 2023_24 academic year than the previous academic year during which this institutional SLO was assessed across every classification. During the 2018_19 academic year, average Oral Communication assessments ranged from 72% to 83% among classifications. Average Oral Communication assessments during the current academic year ranged from 81% to 90% among all classifications. Freshman Oral Communications assessments (85%, $n=12$, $SD=14$) were slightly lower than Sophomores and Juniors (90%, $n=80$, $SD=10$) or Seniors (90%, $n=53$, $SD=17$). Interestingly, the average Oral Communication assessment for graduate students was 81% ($n=68$, $SD=20$). This might be due to assessors applying the rubric more conservatively for graduate students. Conversely, this might be due to a higher proportion of international students among graduate students than among undergraduate students. Overall, these data suggest that the Oral Communications skills of our students have improved over the intervening five years since Oral Communications skills were assessed. No single aspect of Oral Communications was particularly high or particularly low for any classification.

Critical Thinking

Critical Thinking assessments were also higher during the 2023_24 academic year than the previous academic year during which Critical Thinking was assessed across every classification. During the 2018_19 academic year, average Oral Communication assessments ranged from 68% to 84% among classifications. Average Oral Communication assessments during the current academic year ranged from 79% to 88% among classifications. At each classification, the Critical Thinking assessment average was higher in the 2023_24 academic year than the average for that classification during the 2018_19 academic year. The differences were more striking for freshman or sophomores and juniors than for seniors or graduate students. For example, the average Critical Thinking score for freshman was 12 percentage points higher during the 2023_24 academic year, while the average Critical thinking scores for seniors and graduate students were 6 percentage points and 4 percentage points higher, respectively. There wasn't a great deal of improvement in Critical Thinking assessments across undergraduate classifications. Average scores were 81% (n=52, SD=22), 84% (n=177, SD=16), and 79% (n=110, SD=20) for freshman, sophomores and juniors, and seniors, respectively. Unlike Oral Communication, graduate students had the highest average Critical Thinking assessments (88%, n=86, SD=18). These are respectable assessment scores, but there is room for improvement in student Critical Thinking skills. Although aspect scores were similar within and across classifications, the aspects Selection of Evidence and Conclusions and Outcomes were consistently among the lowest aspect scores. Attention to these aspects of Critical Thinking would likely result in improved outcomes.

Student Learning Outcomes among Schools

SAFHS

The two school SLOs assessed in the School of Agriculture, Fisheries, and Human Sciences were Global Learning (an AAC&U VALUE rubric) and Human Needs and the Global Environment (a rubric developed by SAFHS). The latter rubric is designed to assess student's understanding of economic profitability, environmental stewardship, and social responsibility through the application of an interdisciplinary perspective.

A total of just 21 Global Learning assessments were completed during the 2023_24 academic year. Fourteen of those assessments were conducted for graduate students. Average Global Learning assessments were 100% (n=14, SD=0), suggesting that every graduate student was assessed as perfect with respect to the Global Learning skill set. It does not appear there was much distinction between performances among the graduate students. This might be a result of the large percentage of foreign graduate students with the graduate programs in Agriculture and Aquaculture and Fisheries. However, interpretations are hampered by the lack of assessments of this school-level SLO.

Only three assessments of Human Needs and the Global Environment were conducted during the 2023_24AY. All three assessments were freshman. The average Human Needs and the Global Environment assessment was 32% (n=3, SD=0), again suggesting there was little distinction between performances with respect to Human Needs and the Global Environment.

SAS

The School of Arts and Sciences has been assessing Information Literacy and Teamwork as their school SLOs. Average Information Literacy assessments increased for each classification relative to the previous year's average. The freshman average increased from 69% (n=3, SD=9) to 89% (n=14, SD=11). The sophomore and junior average increased from 72% (n=50, SD=21) to 88% (n=33, SD=9). The senior average assessment increased from 82% (n=62, SD=20) to 87% (n=6, SD=8). As was true in several of the previous academic years, Critically Evaluate Information was among the lowest aspects for the Information Literacy SLO within the School of Arts and Sciences for the 2023_24AY. An improvement plan that targeted the Critically Evaluate Information aspect would likely improve the Information Literacy assessments overall.

Teamwork was assessed at three classification levels (freshman, sophomore and junior, senior) during the 2023_24 academic year. However, few assessments of Teamwork were undertaken this academic year. Sample sizes ranged from 12 to 25 across classifications. Average Teamwork assessments were similar during this academic year to those from the previous academic year. Teamwork assessment scores ranged from 92% to 96% during the 2022_23 academic year and ranged from 89% to 96% during the 2023_24 academic year. The rubric aspect Contributes Outside Meetings has been consistently among the lowest across several academic years. Work that encouraged development of these aspects would likely increase overall Teamwork assessments.

SBM

The School of Business and Management assesses Critical Thinking and Ethical Reasoning. Critical Thinking assessments were discussed above, as this was also an institutional SLO during the 2023_24 academic year. There were no Ethical Reasoning assessments conducted in the School of Business and Management during the 2023_24 academic year.

SOE

The School of Education assesses Intercultural Knowledge and Lifelong Learning as their school SLOs. There were no assessments of Intercultural Knowledge in the School of Education during the 2023_24 academic year. Likewise, there were no assessments of Lifelong Learning in the School of Education during this academic year.

Degree Program Student Learning Outcomes

Degree program student learning outcomes were an integral part of the student assessment plan. Each department has explicitly stated their degree program student learning outcomes (https://www.uapb.edu/administration/academic_affairs/assessment/degree_program_learning_outcomes.aspx). During the 2023_24 academic year, departments were supposed to conduct assessments of one degree program SLO. The plan for assessment of this degree program SLO was part of each department's curriculum map (https://uapbadmin.in10sityseo.net/administration/academic_affairs/assessment/curriculum_maps.aspx).

Curriculum maps identified courses in which the SLOs were introduced (typically a 1000-level course), reinforced (typically a 2000- or 3000-level course), and assessed for mastery (typically a 4000-level course). The assessment instrument for each degree program SLO was identified by departments. Since the assessment instrument was not necessarily a rubric, degree program assessments do not necessarily reside in LiveText. Nevertheless, assessment results for degree program SLOs, as well as plans for improvement are included in Appendices 1 & 2. Plans for improvement included activities such as practice sessions before comprehensive exams, attending conferences, continue to collect data, case studies, assessment training for instructors, team projects, and curriculum adjustments. Additionally, discipline specific knowledge, skills, and competencies were assessed through senior comprehensive exams and senior projects. These are summative assessments. Each department is provided with a summary of overall performance of graduating seniors on the senior assessment and summaries by knowledge area. Departments review the senior assessment data and respond with plans for improvement in Appendix 2.

Co-curricular Student Learning Outcomes

The Office of Assessment worked with co-curricular units to identify what students gain from interaction with respective co-curricular programs. Co-curricular assessments included a variety of direct and indirect methods, such as scores on standardized assessments, participation rates in activities, workshops, and interventions, use of personalized support services, and monitoring academic performance of students participating in various co-curricular support programs. In most cases, co-curricular programs collected and summarized their data independently. Co-curricular programs identified steps to improve student outcomes and reported back to the Office of Assessment. Summaries of assessment activities, data analyses, and plans for improvement of student outcomes were incorporated in the annual assessment report (see Appendices 3 & 4). Plans for improvement of student outcomes in co-curricular programs during the 2024_25AY included use of specialized support software and applications, improvements in communication and engagement with students through existing and new social media and software applications, revisions of existing student support platforms and programs, seeking additional extramural funding, and leveraging existing co-curricular program opportunities through better coordination among such programs.

Entry-level

UAPB continues to monitor three metrics for freshmen who were enrolled for the first time during the academic year. These metrics included high school grade point average (GPA), high school rank, and ACT (or equivalent) score. The Office of Assessment began with data from the 2006_07AY (i.e., Year 1) and included data from the most recent 2023_24AY (i.e., Year 18).

The positive trend in the average high school GPA over the 18-year period is still apparent (Figure 1). The dip in high school GPA in recent years is being corrected. The average high school GPA during the 2023_24AY (2.97, n=408, SD=0.58) was just under the trendline for this academic year (Figure 1).

Conversely, the average ACT or equivalent scores remains near a 12-year low (Figure 2). Average ACT or equivalent score was 16.5 (n=408, SD=3.3) during the 2023_24AY. By comparison, average ACT or equivalent score ranged from 16.9 to 18.4 during the period between from the 2012_13AY to the 2019_20AY (Figure 2). In the period since the beginning of the pandemic, average ACT or equivalent scores have been consistently low, suggesting a learning deficit that has not been overcome. ACT equivalents are based on cross walks between ACT score and SAT or Accuplacer scores.

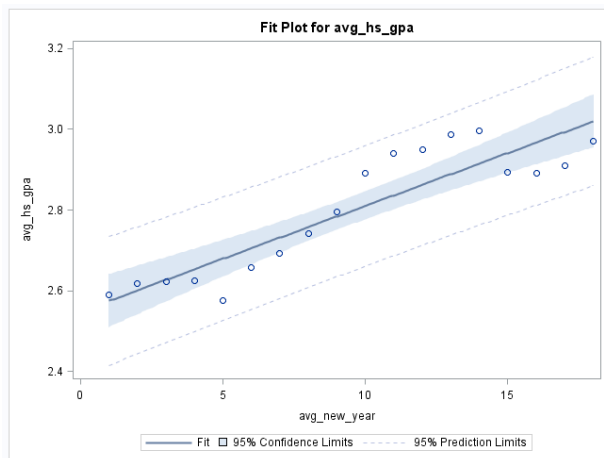


Figure 1. Average high school GPA of incoming freshmen for the past 18 years.

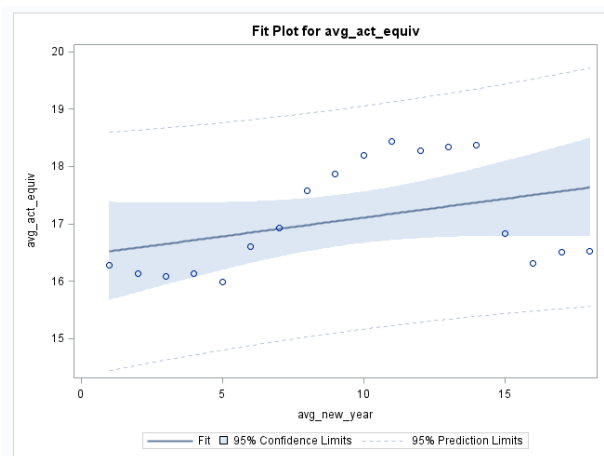


Figure 2. Average ACT score of incoming freshmen for the past 18 years.

Data from the last nine years continues the trend toward students who, on average, were further from the top of their high school class. Freshmen rank averaged 49th, 50th, and 48th over the previous four years, respectively (Figure 3). Freshman rank averaged 50th during the 2023_24AY. In the five-year period preceding the pandemic, freshman rank averaged between 38th and 45th. One interpretation of these data is that incoming freshman were further from the best with respect to academic achievement among their respective high school peers.

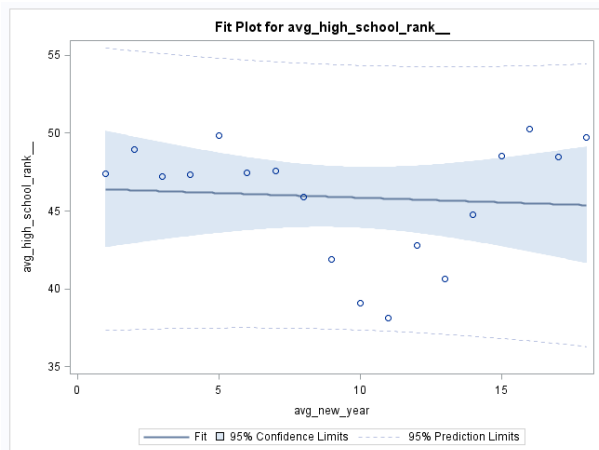


Figure 3. Average class rank of incoming freshmen for the past 18 years. Lower averages depict freshmen ranked closer to the top of their high school class (i.e., negative trend = improvement).

The ACT or equivalent sub-scores for reading and English showed considerable year over year improvement between the 2022_23AY incoming freshman and the 2023_24AY incoming freshman. However, sub-scores for math and science remained at low levels exhibited over the period beginning during the period including the 2020_21AY incoming freshman to the present. Freshmen continue to appear to need special attention and monitoring to avoid negative academic outcomes.

The University conducts a mid-level assessment which essentially examines outcomes of students who have completed their general education requirements. The ETS Proficiency Profile has been used as the University's mid-level assessment or rising junior exams since the spring of year 13. The Proficiency Profile assesses the same skill areas as the former exam (the ACT CAAP) including reading, writing, math, natural sciences, humanities (i.e., arts & literature), and social sciences. We scaled scores from both exams to represent percentages of maximum possible scores so that data were comparable between exams.

UAPB administered the Proficiency Profile to students that had between 45 and 60 credits toward graduation. We used an electronic version of the exam, so the exam could be completed by students at their convenience. Several challenges have arisen. First, students know they are not required to achieve any baseline score, so there is no incentive to put forth one's best effort. Second, students who failed to take the exam when instructed to do so received an academic hold on their account. The hold ostensibly prohibits registration for the next academic semester until the student completes the exam. The Office of Assessment has ascertained that the hold is being removed without students taking the Proficiency Profile. Third, some students contacted the Assessment Office about taking the Proficiency Profile to have the hold removed. Since the Proficiency Profile is offered electronically, such students appear to rush through the test not giving it their best effort, to get the hold removed. For these reasons, one might argue that the data from the mid-level assessment and the conclusions drawn from the summary of those data should come with caveats. We outlined the caveats above. Nevertheless, we continue to summarize and synthesize the Proficiency Profile data.

We observed trends for scores in each skill area over time. Every knowledge area has exhibited a significant decline (i.e., downward trend) over the 19-year period (Figures 4-8). The last six years (years 14-19) of data correspond to the use of the ETS Proficiency Profile. Test scores

appear consistently lower based on the Proficiency Profile relative to the earlier CAAP exam. Over the last six years, we still observe generally negative trends in all subject areas. However, skill area scores in every subject area during the 2023_24AY were markedly higher than in the preceding five years. For example, average writing scores ranged from 28.2 to 31.7 during the first five years of administering the Proficiency Profile. Average writing score was 35.7 during the 2023_24AY (Figure 4). Average science scores ranged from 31.0 to 31.33.3 during the first five years of administering the Proficiency Profile. Average science score was 40.3 during the 2023_24AY. Reversing the downward trends in each skill area will take time, but the skill area scores posted during the 2023_24AY are encouraging.

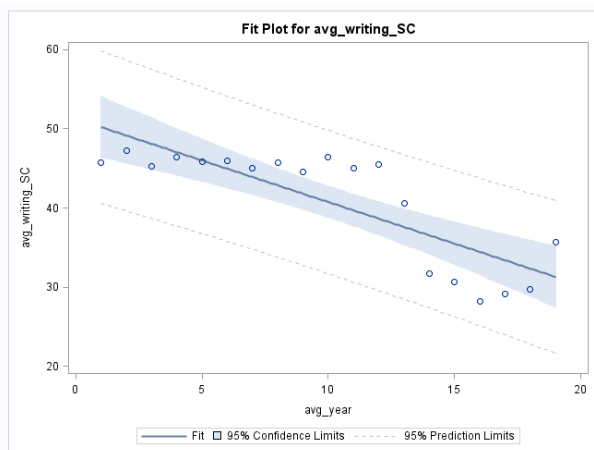


Figure 4. Average writing scores for rising juniors during the past 19 years.

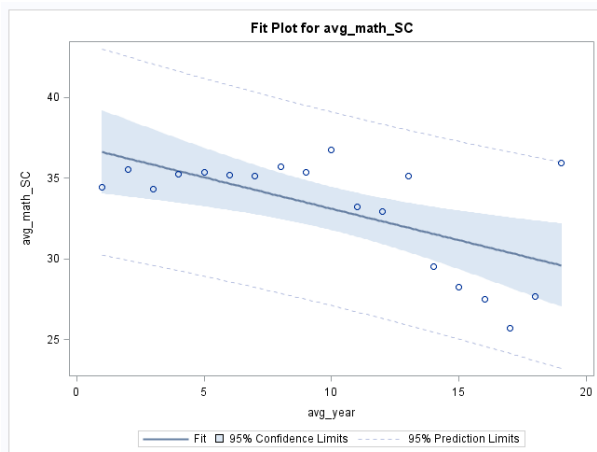


Figure 5. Average math scores for rising juniors during the past 19 years.

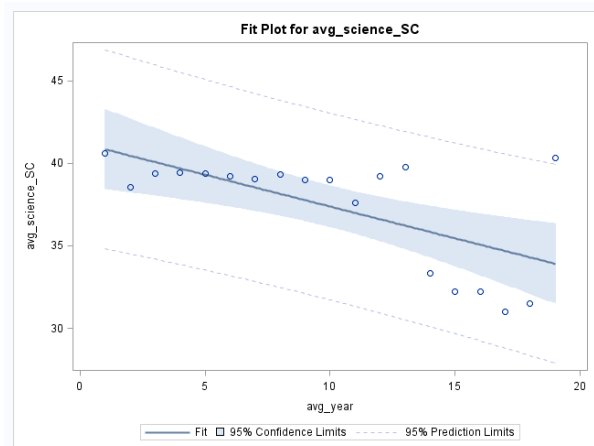


Figure 6. Average science scores for rising juniors during the past 19 years.

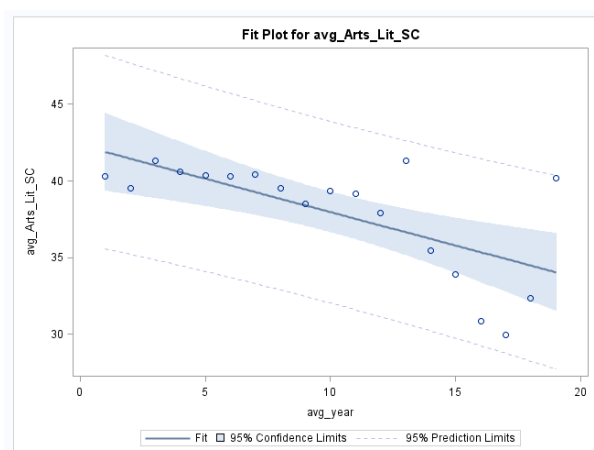


Figure 7. Average arts & literature scores for rising juniors during the past 19 years.

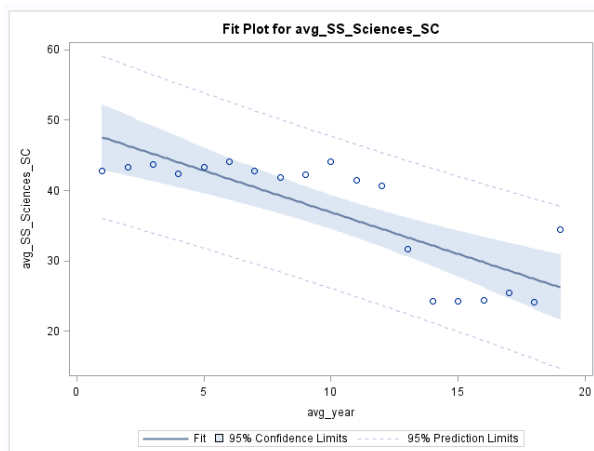


Figure 8. Average social science scores for rising juniors during the past 19 years.

Exit-level

Senior assessments at UAPB take one of two forms, senior comprehensive exams, or senior projects. The majority of departments used senior comprehensive exams as the senior assessment for their degree programs. The School of Business and Management used the Peregrine Major Field test as the senior comprehensive exam for Accounting and Business Administration. The

School of Education used the Praxis exams as their senior comprehensive exam in teacher education programs. The Nursing Program used the RN Comprehensive Predictor as their senior comprehensive exam. Other departments developed their own senior comprehensive exams. Senior comprehensive exams administered using a Scantron form were delivered to the Office of Assessment for grading. Some departments embedded the senior comprehensive exam in a capstone course. Others used Blackboard for administration of the senior comprehensive exam.

Departments that reported senior assessment scores to the Office of Assessment have the scores entered in the institution's student information system (i.e., Colleague) by Mr. Arthur Thomas. Where possible, the Office of Assessment created summaries for each knowledge, skill, or competence area covered by a senior comprehensive exam if the department provided sufficient information to do so. A few degree programs used senior projects or recitals (e.g., Art, Music, Computer Science) as the senior assessment. Senior projects were graded with a rubric and the rubric scores were reported to the Office of Assessment for compilation and entry into Colleague.

Senior assessments were scaled on a proportional basis (i.e., percentage or performance on a scale of 1 to 100) so that test scores from different units could be combined and the institutional performance of seniors could be tracked through time. Only the first administrations of senior assessments were utilized in these analyses. Some departments required students to retake the exam if a specific score was not achieved on the first attempt. The Office of Assessment has compiled average senior assessment scores each academic year for 19 years. There was a significant positive trend in average senior assessment score over this period. While average scores for the three previous years (years 16-18) were lower than average scores for year 12-15, the average score for the 2023_24AY was above the predictor line, suggesting that the campus is still on a positive trajectory with respect to average senior assessment scores.

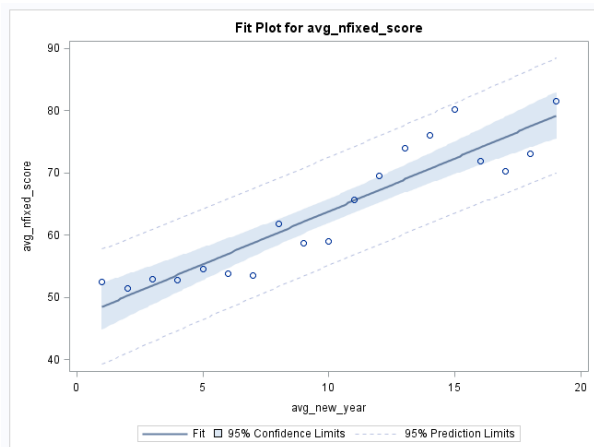


Figure 9. Average scores for first administrations of senior assessments during the past 19 years.

The average senior assessment scores during the 2020_21AY (72%, $n=305$, $SD=21$), 2021_22AY (70%, $n=310$, $SD=21$), and 2022_23AY (73%, $n=338$, $SD=20$) were all lower than the average score during the 2023_24AY (81%, $n=219$, $SD=13$). As in previous years, fewer than 75% of graduating seniors scored 70% or above on the first attempt of their senior assessment (Figure 10). The percentile performances from students taking the Peregrine Major Field test and the Praxis exams were averaged into overall average performance. However, the

threshold score for “passing” was not necessarily 70% on those exams. Specific performance data for those two exams can be found in the assessment data summaries for departments within the SMB and the SOE.

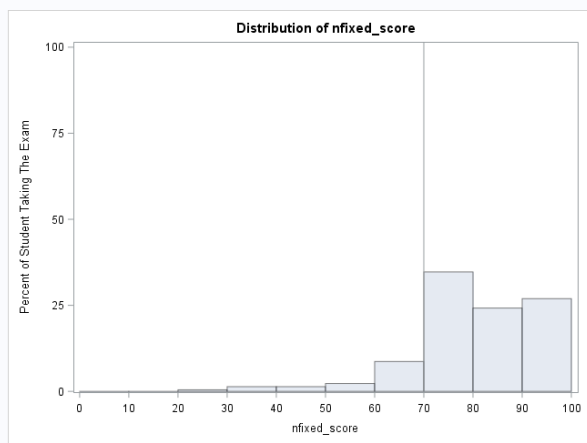


Figure 10. Relative frequency distribution of senior assessment scores during the 2023_24AY with the 70% threshold (vertical line) indicated.

Many departments identified discipline specific knowledge, skill, and competency areas in their senior comprehensive exams or senior projects. Departments that did so tracked overall performance (as indicated above) as well as performance in discipline specific KSC areas. Those departments identified knowledge areas of concern and specifically addressed those areas with improvement plans. Departmental interpretations of 2023_24AY assessment data and plans for improvements during the 2024_25AY are found in Appendix 2 of the annual Assessment Report.

Alumni surveys

For the 2023_24AY, approximately 800 surveys were sent out to alumni, 4 responses were sent back giving a less than 1% response rate. The data shows that 25% of the respondents have a job in their field and 50% that responded in this cohort obtained master’s degrees. None of the respondents participated in specialized programs .When asked what academic skills were gained from the university, the students said soil survey, hands on experience and discipline specific skills. The data also shows that the students had to learn skills like basic engineering.

When asked about Co-curricular activity, the data shows that 100% participated in at least one. Students recommend that more involvement in agricultural learning will enhance the student experience.

About 75% of the cohort participated in an internship and 33% of those internships led to a job. When asked about the overall academics at the University, the data shows that the students are somewhat satisfied. It appears that they show the most concern toward the quality of academic facilities on campus. The non-academics overall response data shows that the students are somewhat satisfied, showing most concern about living and dining facilities on campus.

This data summary is very small in sample size, but the data tells that more students are pursuing a higher degree. Students want to learn more discipline specific skills but are satisfied with the education they are receiving. The data also shows that the students want more done to enhance the student experience. Perhaps there is a need for more involvement from clubs and other co-curricular programs.

Summary of longitudinal assessments

Data from longitudinal assessments tells a mixed story. High school GPA was up slightly, ACT scores and class rank were flat. These results continue to point toward an incoming freshmen group that might be challenged academically. Proficiency Profile average scores in all skill areas were notably higher during the 2023_24AY than in immediately preceding years, but the overall trends are negative. The 19-year trend in average performance on senior assessments continues in a positive direction. Despite three previous years of relatively low average senior assessment scores, the average senior assessment score for the 2023_24AY was improved. A considerable proportion of students did not pass the senior comprehensive exam on their first attempt. Some departments failed to provide the results of the senior assessments to the Assessment Office. Some provided only overall performance, meaning summary and analysis by knowledge, skill, or competency area was impossible. Some departments did not provide the Scantron scoresheets to the Office of Assessment until after graduation, meaning no one knew how well the student had performed on the senior assessment until it was too late to administer a second assessment.

There were challenges surrounding the ETS Proficiency Profile persist. Since there is no minimum score requirement, students are not incentivized to do their best. The alumni survey continues to have a poor response rate. The Office of Assessment continues to explore avenues that lead to better assessment at all levels along the longitudinal trajectory.

Other Assessment Activities during 2023_24AY

Curriculum Maps for Degree Programs

The Office of Assessment requested that every academic department produce a curriculum map for the student learning outcomes planned for the 2023_24AY. Those curriculum maps indicated in which classes each of the learning outcomes was introduced, reinforced, or assessed for mastery. The student learning outcomes included the two institutional SLOs for the 2023_24AY (i.e., Oral Communication and Critical Thinking), the two school-level SLOs and one degree program SLO. The curriculum maps were placed at the Assessment website so they were available to all academic instructors

(https://uapbadmin.in10sityseo.net/administration/academic_affairs/assessment/curriculum_maps.aspx). In the spring semester, academic departments were asked to revise their curriculum maps for the 2024_25AY. While the Institutional SLOs will remain the same as the 2023_24AY, the university is pivoting away from school-level SLOs. Instead, academic departments created curriculum maps for the 2024_25AY that include two institutional SLOs and three degree program SLOs. Furthermore, each department was to create a separate map for every recognized degree program. Departments were not asked to have a separate curriculum map for every track within a degree program (e.g., one map for Agricultural Sciences, but not individual maps for Ag

Business, Ag Economics, Agronomy, Animal Science, and Poultry Science). By focusing assessment on degree program SLOs, the assessment and improvement process is geared toward discipline specific knowledge skills and competencies. Such assessments are useful, particularly for independently accredited programs, but also for departments that are undertaking self-studies as part of the Arkansas Department of Higher Education's reporting requirements. The curriculum maps for the 2024_25AY currently reside in SharePoint folders organized by school and department at a SharePoint site entitled Assessment in Curricular Programs. When The Design Group rolls out the new university website, we will provide the curriculum maps (i.e., excel files) for inclusion.

Degree Program Student Learning Outcomes

During the 2023_24AY, departments were assessing a single degree program SLO. In the 2024_25AY, departments will assess three degree program SLOs. Hence, it was important for each department to explicitly state the student learning outcomes for each of its degree programs. The learning outcomes for departments and respective degree programs are listed at the Assessment website (https://www.uapb.edu/administration/academic_affairs/assessment/degree_program_learning_outcomes.aspx). Ostensibly, the three degree program SLOs chose for assessment during the 2024_25AY should come from those listed at the link provided above.

Assessment Workshops

There were two assessment professional development workshops, one each during the fall and spring semesters. The workshops are 1-h Zoom-based affairs. The fall workshop was held on November 7, 2023. That workshop included an explanation of why we conduct assessments, how the campus uses LiveText to manage the rubric-based assessment and the assessment and improvement process, how the campus plans assessment activities with a curriculum map, and how departments might create rubrics when none exist for a degree program SLO. The spring workshop was held on March 14, 2024. That workshop included explanations of changes in the assessment and improvement process planned for the 2024_25AY, including elimination of school-level assessment requirements, assessment of three outcomes rather than a single degree program student learning outcome, elimination of Reading as an institutional SLO, and the possible use of generative AI to create rubrics for the new degree program SLOs. Both workshops were recorded, and the recordings are available to the entire campus at the Assessment website.

HLC Meeting

The Director of Assessment attended the 2024 HLC meeting in Chicago, IL during the spring term. One important topic at the meeting was the forthcoming changes to the HLC criteria. Those changes will have taken effect prior to the University's next self-study and reaccreditation. At the 2023 HLC meeting there was a single session on artificial intelligence(AI). At this HLC meeting there were more than eight AI sessions. Concerns for how AI will affect the teaching and learning process were apparent. It is important to note that our campus lacks an official AI policy, and this might be something required in the near term. Several institutions presented systems for organizing and preparing self-study evidence. As a result, hearing about their practices, the Office of Assessment pivoted away from trading evidence and documents as email attachments. Instead, academic and co-curricular programs have folders at SharePoint sites. In addition to the academic SharePoint site mentioned previously, there is a SharePoint site entitled Assessment in Co-Curricular Programs. At this site, there are folders for each division (e.g., Academic Affairs, Student Affairs, Enrollment Management) and each program within a division. Assessment summaries and assessment documents reside at the respective SharePoint sites for curricular and co-curricular programs. Another topic of conversation was the distinction between student learning outcomes and academic program outcomes. At present, the Office of Assessment is focused primarily on rubric-based assessments of student learning outcomes. The assessment of program outcomes, such as recruitment, retention, and graduation rates remain outside of the Assessment Office's purview.

Revised Watermark Contract

The site license-based distribution system for LiveText was based on an enrollment rate that was not met during the 2023_24AY. Watermark was asked about revising the cost of our assessment management system considering our reduced enrollment. Watermark generously revised the cost for LiveText but predicated the new rate on agreeing to extend our arrangement for an additional three years. The University and Watermark have agreed to the new arrangement. Hence, LiveText will remain the institution's assessment management system through the next HLC reaccreditation process in 2026.

Future Assessment Activities

Assessment Workshops

There is enough churn among instructors to warrant a review of the UAPB Student Assessment Plan and of basic assessment and improvement activities. The fall assessment professional development will likely include a review of assessment and improvement procedures and a reiteration of which institutional SLOs will be assessed during the 2024_25AY. The spring assessment professional development will perhaps focus on norming rubrics to increase inter-rater reliability.

Rubrics for Degree Program Student Learning Outcomes

The nature of the assessment instruments for assessment of degree program student learning outcomes was not stipulated during prior academic years. Hence, each department was free to conduct assessments using any instrument. However, best practices in the field of assessment include the development of rubrics for assessment of learning outcomes. While degree program student learning outcomes are often aligned with industry or agency standards, many degree program SLOs do not have a specific rubric associated. Once departments identify three specific degree program SLOs for assessment during the 2024_25AY, the Office of Assessment is using generative AI to develop a first draft of a proposed rubric to address each potential SLO. The rubrics all have four levels of accomplishment (i.e., columns) and between four and six aspects (i.e., rows). Once modified and approved, these rubrics will be translated into LiveText documents and shared back to instructors from each department. In this way, instructors from a department will have access to the rubrics they are supposed to incorporate into the assessment and improvement process.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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Agriculture	Oral Communication		
	Critical Thinking		
	Global Learning	Faculty will include Global Learning Assignments. Students must write reports on Assignments. More presentations and group assignments will be included.	
	Human Needs and the Global Environment	Faculty will include Human Needs and Global Environment Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	
	Agricultural Sciences B.S. SLO - Global agricultural production practices and processes (rubric)	Faculty will include Agricultural Production Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	
	Agricultural Engineering B.S. SLO -	Faculty will include Regulatory Compliance Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)	Faculty will include Regulatory Compliance Assignments. Students must write reports on these assignments. More presentations and group assignments will be included.	
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session.	
	Animal Science Discipline Specific Knowledge, Skills, and Competencies	Faculty must continue to encourage students to take the Comprehensive Exam Seriously.	
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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	Poultry Science Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and Competencies	More time and better preparation for the Comprehensive Exam. More emphasis on the seriousness of this Exam. Practice Session	

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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Aquaculture and Fisheries	Oral Communication	Continue reviewing, be mindful of the data, and seek improvement within the AQFI Dept. Also, faculty members will continue mentoring graduate and undergraduate students to present their research findings in professional society meetings and annual field days.	Oral communication was implemented at all levels. Undergraduate and graduate students were mentored to present at various professional society meetings, where they received awards.
	Critical Thinking	Critical Thinking Assessments will be implemented as institute level SLO.	Critical Thinking Assessments were completed at the freshman level and Graduate level. We could not implement it in other years at the undergraduate level.
	Global Learning	Following the approved curriculum, global learning SLO will be implemented at the undergraduate and graduate levels.	Global Learning was implemented only at the graduate level.
	Human Needs and the Global Environment	Human Needs and the Global Environment SLO will be implemented at the undergraduate and graduate levels per the approved curriculum.	This SLO was implemented only for the Freshman year.
	Aquaculture and Fisheries Science B.S. SLO – Oral		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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	Communication (AAC&U rubric)		
	Aquaculture and Fisheries Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The department will continue implementing discipline-specific skills articulated in the curriculum map for various aquaculture and hatchery management tools, fisheries management processes, and field/ lab techniques. The focus of discipline-specific SLOs in AY 2023-24 will be quantitative literacy.	We have implemented quantitative literacy at the graduate level. A comprehensive exam was held for the graduating senior student(s). The department updated study guides for all seven tested subjects.
Human Sciences	Oral Communication		
	Critical Thinking		
	Global Learning		
	Human Needs and the Global Environment		
	Human Sciences B.S. SLO - To explain how their major impacts the lives of individuals families and community		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Hospitality and Tourism Management B.S. SLO -		
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies		
	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies	As needed, more instruction will be added to expose students to financial literacy platforms as well as data related to family dynamics and culture.	In 2023, the mean score in Family Financial Planning was 96.99. In 2024, the score held at 94.28 (2.38% decline) with 1 of 6 students scoring at or below 20% on the exam. With Family Development and Culture, the score increased from 83.33 to 85.71.
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies	As needed, more instruction will be added to expose students to more opportunities to practice fashion illustration with up-to-date equipment and practice garment making.	In 2024, there was an improvement to 91%. The data showed that overall students were well prepared and in command of the subject matter and course content.
	Nutrition Discipline Specific Knowledge, Skills, and Competencies		
	Hospitality and Tourism Management		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Discipline Specific Knowledge, Skills, and Competencies		
Art and Design	Oral Communication		
	Critical Thinking		
	Information Literacy	We will continue to assess our majors in information literacy.	Our exiting seniors were able to understand and synthesize information from various art history sources and identify influences that helped shape their own work. Senior Capstone Projects were formally scored, and the mean score was 93.5 out of 100.
	Teamwork	The department will strive to collect formal data in the 2022-23 year.	We did not collect formal data on Teamwork.
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art	We will focus on maintaining or increasing the mean score.	Freshmen students were evaluated during Color and Design class and Sophomores were evaluated during Painting and Composition class. The mean score for freshmen was 82 out of 100 and sophomores was 94 out of 100.
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed	We will continue to collect Praxis scores to be able to make annual comparisons.	We did not have any art education majors to complete the Praxis Exam during the 23-24 academic year.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	to become a certified art teacher.		
	Art Discipline Specific Knowledge, Skills, and Competencies	We will focus on maintaining or increasing the mean score.	Senior art majors were evaluated on skills and technique. The mean score was 18 out of 20.
Biology	Oral Communication		
	Critical Thinking		
	Information Literacy	Completing Biology-related case studies in BIOL 1455 (Principles of Biology) and having students find peer-reviewed articles that relate to a given topic in BIOL 1456 (Principles of Biology II) will increase the students understanding of information literacy to improve outcomes for this academic year.	Case studies were implemented in BIOL 1455 (Principles of Biology) and BIOL 2451 (Human Anatomy & Physiology I). It is evident that students were able to retain most of the understanding of information literacy via incorporating case studies from freshman year until senior year.
	Teamwork	Discussing Real-life application scenarios in BIOL 1455 (Principles of Biology), participating in “debate” style forums in BIOL 3460 (Comparative Anatomy), completing a team/group research proposal over Biology-related research in BIOL 4170 (Biology Seminar), and completing a team presentation over course-related topic in BIOL 4460	Discussing real-life application scenarios in BIOL 1455 (Principles of Biology) prepared students for “debate” style forums in BIOL 3460 (Comparative Anatomy). The learning activities in BIOL 3460 adequately prepared students for the team presentation in BIOL 4460 (Developmental Biology). These learning

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
		(Developmental Biology) are all activities that will be implemented to improve this outcome for the 2023-2024 academic school year.	activities in the previously mentioned three courses prepared students to successfully complete the team/group research proposal in BIOL 4170 (Biology Seminar).
	Biology B.S. SLO – Biological research		
	Biology Discipline Specific Knowledge, Skills, and Competencies	Providing more detailed information for Vertebrate Physiology, Comparative Anatomy, and General Biology as well as creating assignments that increase the understanding of Vertebrate Physiology, Comparative Anatomy, and General Biology will be done to improve the outcome.	Individual projects, short group secondary research projects, and the providing of PowerPoint presentations positively increased the understanding of information in Vertebrate Physiology, Comparative Anatomy, and General Biology.
Chemistry and Physics	Oral Communication		
	Critical Thinking		
	Information Literacy	Students will be prepped on how to find pertinent information	
	Teamwork	More teamwork exercises will be developed	

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs	We will incorporate exercises which address this feature	
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of energy and matter	We need to recruit more Physics majors	
	Chemistry Discipline Specific Knowledge, Skills, and Competencies	Graduating seniors will be encouraged not to work and devote full time to their studies	
	Physics Discipline Specific Knowledge, Skills, and Competencies	We need to recruit more Physics majors	
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies	A study guide will be given in the Chemistry Seminar course and students will be encouraged to start early on prep for the exam	
	Forensics Discipline Specific Knowledge, Skills, and Competencies	Graduating seniors will be encouraged not to work and devote full time to their studies	
English, Humanities, and Foreign Languages	Oral Communication		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Critical Thinking		
	Information Literacy	Faculty will focus on having students to work on citing sources correctly. Students write several drafts before the final draft.	Students will focus on citing sources. Students will go through several drafts of their papers.
	Teamwork	Faculty will give more group work.	Students will work with scenarios that deal with conflict.
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability	The Chair will announce to faculty the problems that students are having overall, and they will focus on the introduction with thesis and clear and concise conclusions.	Faculty will incorporate changes in their syllabus. Faculty will focus more on essay writing in Freshman Comp. I and sophomore level- Introduction to Literature
	English Discipline Specific Knowledge, Skills, and Competencies	Faculty will be informed of the findings, and they will focus on these weak areas.	Faculty will incorporate changes in their syllabus. Faculty will focus on having students write more essays with a focus on thesis, content development and conclusions.
	Theater Discipline Specific Knowledge, Skills, and Competencies		
Industrial Technology	Oral Communication		
	Critical Thinking		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Information Literacy		
	Teamwork		
	Industrial Technology B.S. SLO - Industrial safety management and practices	Demonstrate knowledge and ability to use engineering design to solve problems from conception to development	
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies		
Math and Computer Science	Oral Communication		
	Critical Thinking		
	Information Literacy		
	Teamwork		
	Computer Science B.S. SLO -		
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific Knowledge, Skills, and Competencies		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Math Discipline Specific Knowledge, Skills, and Competencies		
Multimedia Communication	Oral Communication		
	Critical Thinking		
	Information Literacy	Faculty will create assignments that help students understand and retain the information they are receiving. These could include hands on skills assignments in the labs and assignments that include research and explanation.	The department did experience some improvement in this area: Assignments that included hands on skills and lab assignments helped with understanding and clarity of projects. Students understood better how to complete assignments and the research that went into their assignments
	Teamwork	Faculty will continue to assign projects that require students to work in groups to complete assignments that require them to work in the labs. This will improve their skills as mass communications majors and help prepare them for the job market.	There was some positive news here as well. Projects that require students to work in groups and in the labs show that students worked better in those situations. For example, several students who spent time in the television studio were hired for positions in state national markets
	Mass Communication B.A Print SLO - Write clearly and		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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	correctly in forms and styles appropriate for the profession		
	Mass Communication B.A. Broadcast SLO - Apply tools and technologies appropriate for the communication profession		
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies	Faculty will create assignments during their freshman, sophomore, and junior years that will help them improve their scores on the comprehensive exam. This includes assigning work that will enhance their portfolios and mass communications skills.	These data were lost in Blackboard
Music	Oral Communication		
	Critical Thinking		
	Information Literacy		
	Teamwork		
	Music B.S. SLO - Ability to analyze provide music and express analysis theory/ orchestration /		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	arranging or comparison		
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies		
Nursing	Oral Communication		Improved communication
	Critical Thinking		
	Information Literacy		
	Teamwork		
	Nursing B.S. SLO - Synthesize knowledge from nursing science, the liberal arts, and sciences as a basis for delivering safe and culturally sensitive nursing care		
	Nursing RN to BSN Track Discipline Specific Knowledge, Skills, and Competencies from Senior Project		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Nursing Generic Track NCLEX Predictor Scores		
Social and Behavioral Sciences – Addiction Studies	Oral Communication		
	Critical Thinking		
	Information Literacy	Academic advisement will continue to assist students with the best time in their matriculation to enroll in the research sequence. Faculty will closely monitor students' progression from Incomplete grades to final grades in the research sequence. There are three students in this status now. All three will earn a final grade during 23_24AY.	Incomplete grades remain for the three students. Two students have resumed their work to complete their research project. Faculty monitoring will continue with these students. One student has not resumed work to complete the research project.
	Teamwork	Addiction Studies will continue to offer students the opportunity to participate in faculty-led team projects. The faculty will develop additional opportunities for students to engage in teamwork. These opportunities will include in-class and out-of-class opportunities to accommodate our 100% online students.	Eleven students participated in out-of-class faculty-led team projects in AY23-24.
	Addiction Studies Discipline Specific		

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Knowledge, Skills, and Competencies		
Social and Behavioral Sciences	Oral Communication		
	Critical Thinking		
	Information Literacy		
	Teamwork		
	Criminal Justice B.A. SLO - Theory		
	Psychology B.S. SLO - Methods		
	Social Science B.A. SLO - Culture		
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies	Intensive review of each of the 5 core areas will result in continuous improvement on the SCE.	There was a decrease in the average scores. 79.11% in 23/24 compared to 86.62% in 22/23.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Psychology Discipline Specific Knowledge, Skills, and Competencies	While the numbers improved in some areas, the specific areas of History & Systems and Physiological Psych require more intensive exam preparation.	There was a significant increase in all areas, and a 30-point improvement in the overall score.
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies	While the numbers improved in some areas, the averages for death & dying went down. This content will be reinforced during the exam prep.	There were no Gerontology graduates during the 2023_24AY.
	Social Science History Discipline Specific Knowledge, Skills, and Competencies	While the numbers improved in some areas, scores remain low for U.S. History since 1877 and Western Civilization II, and down for non-Western Civilization. The study guide will be incorporated into these classes.	There were no History graduates during the 2023_24AY.
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies	We will continue to review information learned in early courses that students may have forgotten as they progress through the curriculum. We will try starting reviews earlier in the semester, and individual counseling to assess readiness for the exam.	Knowledge of American Government and Intro to PoliSci improved while Political Theory and Empirical decreased. I attribute this to the low minimum score of one student in a smaller sample. Especially in Seminar. Reviews of content covered in those classes completed earlier in the curriculum helped to improve AmGov and Into scores. We can improve overall scores by adding a Senior Seminar course.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

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	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies	While the numbers improved in some areas, the averages for social statistics went down. This content will be reinforced in our seminar course.	Due to intervention, the average for research methods increased from 75 to 81 percent.
Social Work	Oral Communication		
	Critical Thinking		
	Information Literacy		
	Teamwork	The Social Work Department will be intentional on assessing all level courses (freshmen, sophomore, junior, senior) The Social Work Department will revisit the teamwork rubric and have a conversation to make sure that instructors understand the rubric and are scoring correctly. 99.99% is extremely high and leaves no room for improvement.	
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior.	Although the percentage is a high percentage, instructors will continue to focus and design assignments/discussions that will allow students to learn about ethical and professional behavior, so that the percentage will not decrease.	

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Social Work Discipline Specific Knowledge, Skills, and Competencies	<p>Instructors will focus and design assignments/discussions that will allow students to evaluate practice at all levels of social work practice. Class lectures will also discuss and provide examples of what is required to evaluate practice with individuals, families, groups, organizations, and communities.</p> <p>Instructors will focus and design assignments/discussions on social justice to grasp the importance of advancing social justice in the social work field within practice before graduation and becoming employed in various agencies.</p>	<p>During the 2023-24AY, student performance on the Social Work Senior Comprehensive Exam improved significantly, with the overall mean rising from 82.82% to 95.24%. Key Social Work KSCs, such as all key areas achieving mean scores above 90%. These results reflect substantial progress in social work Educational Policy</p> <p>Accreditation Standard core competencies.</p>
Accounting	Oral Communication	<p>Speak competently and confidently to diverse audiences as well as listen to and analyze speeches and messages from others.</p> <p>Oral communication is a learned skill that can be introduced, developed, or mastered in an undergraduate career. Creating intentional experiences that provide actionable feedback and opportunities to experiment and grow can contribute to</p>	<p>Team building: can help break down communication barriers and encourage free-flowing communication between team members.</p> <p>Better relationships: increased motivation and academic growth.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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		student confidence and long-term success in the development of this skill.	
	Critical Thinking	<p>Researching and evaluating sources: Use primary sources like surveys and interviews, or secondary sources like articles and books. Critically evaluate the quality, accuracy, and relevance of sources, and check for biases, contradictions, or gaps.</p> <p>Analyzing and synthesizing information: Ground your analysis in research, and establish context for your report</p> <p>Performing self-reflection: Continuously reflect on the analysis process to identify what worked, what didn't, and how to improve future analyses.</p>	fosters superior decision-making by equipping individuals with the tools to weigh options, assess consequences, and arrive at better choices.
	Ethical Reasoning	<p>Identify the ethical issues: if the decision could harm someone or a group</p> <p>Evaluate alternative actions: Consider which option best respects the rights of everyone involved.</p> <p>Consider the consequences: Consider the consequences of each possible course of action</p>	Students could analyze information and evaluate assumptions appropriately.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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		Reach a decision: Reach a decision about the appropriate course of action	
	Accounting B.S. SLO -	Our program is designed to provide a broad general education in the business and accounting, including a knowledge and understanding of topics relevant to a variety of accounting education career options involving communications, critical thinking, critical analysis, ethical reasoning and technical skills.	understanding of core business disciplines like accounting and finance.
	Accounting Discipline Specific Knowledge, Skills, and Competencies		
Business Administration	Oral Communication	<p>Speak competently and confidently to diverse audiences as well as listen to and analyze speeches and messages from others.</p> <p>Oral communication is a learned skill that can be introduced, developed, or mastered in an undergraduate career. Creating intentional experiences that provide actionable feedback and opportunities to experiment and grow can contribute to student confidence and long-term success in the development of this skill.</p>	<p>Team building: can help break down communication barriers and encourage free-flowing communication between team members.</p> <p>Better relationships: increased motivation and academic growth.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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	Critical Thinking	<p>Researching and evaluating sources: Use primary sources like surveys and interviews, or secondary sources like articles and books. Critically evaluate the quality, accuracy, and relevance of sources, and check for biases, contradictions, or gaps.</p> <p>Analyzing and synthesizing information: Ground your analysis in research, and establish context for your report</p> <p>Performing self-reflection: Continuously reflect on the analysis process to identify what worked, what didn't, and how to improve future analyses.</p>	fosters superior decision-making by equipping individuals with the tools to weigh options, assess consequences, and arrive at better choices.
	Ethical Reasoning	<p>Identify the ethical issues: if the decision could harm someone or a group</p> <p>Evaluate alternative actions: Consider which option best respects the rights of everyone involved.</p> <p>Consider the consequences: Consider the consequences of each possible course of action</p> <p>Reach a decision: Reach a decision about the appropriate course of action</p>	Students could analyze information and evaluate assumptions appropriately.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
	Business Administration B.S. SLO -	Our program is designed to provide a broad general education in the business and management, including a knowledge and understanding of topics relevant to a variety of Business Technology, Management, Finance, Marketing, Economics, International Business, and Entrepreneurship.	understanding of core business disciplines like, finance, marketing, and management,
	Business Admin Discipline Specific Knowledge, Skills, and Competencies		
Curriculum and Instruction	Oral Communication	Video Instruction and Teaching of content related information in a student learning environment as if the student was the teacher of record	The curriculum committee decided to use the oral communications assessment in that educators have to be proficient in oral communications
	Critical Thinking	Assignments that increase the Depth of Knowledge and lesson plan development utilizing concepts from edTPA	The department has moved to an evidence-based assessment of teaching & learning that increases the level of critical thinking and reflection of the classroom teacher
	Intercultural Knowledge	No assessment data was reported for this competency. It is to be discontinued	After reviewing the data and its correlation to the revised accreditation standards, the curriculum committee decided this assessment was no longer needed.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
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	Lifelong Learning	On-going Reviewing the LifeLong Learning competency will support best placement for students.	The Curriculum Committee is evaluating whether we will continue with this assessment going forward.
	Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning	The C and I faculty continues working with US Prep in ways to improve the preparation of students to teach day 1 through the redesign of the Student Teaching Clinical Experience. The major evidence-based assessment will be edTPA by Pearson. It has been approved by the Arkansas Department of Education as the lead assessment for the year long teacher residency in which all EPPs have to comply with by Fall 2025.	After our yearlong monitoring of our current assessments, we, along with the other EPPs in Arkansas have adopted the state approved edTPA assessment model. This model is recommended for both the Council for the Accreditation of Educator Preparation (CAEP) and the Arkansas State Review of EPPs for Licensure
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues	Students were more confident when taking the Senior Comprehensive Exam. The strategies for improving students' confidence and taking the exam will continue. The Practicum instructor created on a regular basis quizzes and assignments to review throughout the semester before the exam scheduled date. The instructor conducted zoom meetings to discuss topics as a form of review. Also, the students had a face-to-face	Th Rehabilitation Services Programs has begun the steps for accreditation from CORA under the direction of the Program Coordinator. Advisory Board development has taken place and SLOs are being aligned to CORA via Practicum Redesign with our community partners.

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
		<p>study session in fall 2023. A study guide was created by course instructors in order for students to become familiar with material covered over the semesters. A study guide is provided to students in each course. The Rehab program has a new instructor and coordinator. She has begun to review the program to determine areas for improvement and how the program may become nationally accredited through (CORA).</p>	
	Praxis II Content and Principles of Learning and Teaching	<p>The EPP faculty members are in a transition to review syllabi for rigor and content alignment with state standards and the Praxis exam to improve students' success in the course and on the exam.</p> <p>The LPL continues to support students in passing the Praxis exam. Implemented through the LPL is a voucher that students can receive to pay for their exams. They must participate in a plan to qualify for receiving the voucher.</p> <p>Faculty continued to assign students' time to work on the Praxis exams in the Learning Plus Lab and/or they allocated time in their</p>	<p>Praxis II Content requirements are being replaced by edTPA assessment requirements. Activities Related to Praxis II Content within the SOE will Cease after Fall 2024 cohort of student teaching interns.</p>

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
		<p>classroom where computers were available.</p> <p>Students will continue to take the Praxis Interactive Teaching exam and receive assistance in creating a study plan.</p> <p>Further disaggregation of the test data could be requested to look closer at students' results when planning for improvement in larger groups, individuals.</p> <p>Instructors from other areas like Biology have created test taking workshops and invited students to attend.</p> <p>SOE created boot camps on several occasions to provide students tutorial assistance in taking and passing their Praxis exam. Several students would attend the boot camps which also qualified them to work toward receiving a voucher which would assist in paying for the test.</p> <p>Some students continue to receive assistance through outreach support off campus.</p>	
	Rehabilitation Services Discipline Specific Knowledge, Skills, and Competencies	On-going/ The old comprehensive exam is being redesigned to fit the accreditation standards of CORA	Th Rehabilitation Services Programs has begun the steps for accreditation from CORA under the direction of the Program Coordinator. Advisory

Appendix 1 – Curricular Program Outcome Improvements During the 2023_24AY

Department/Unit	Student Learning Outcome	What will be done to improve the outcome in the 2023_24AY (your plan from the 2022_23AY Assessment Report)	What outcome improvements occurred during the 2023_24AY?
			Board development has taken place and SLOs are being aligned to CORA via Practicum Redesign with our community partners.
Health, Physical Education & Recreation	Oral Communication		
	Critical Thinking		
	Intercultural Knowledge		
	Lifelong Learning		
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals		
	HPER Discipline Specific Knowledge, Skills, and Competencies		
	Principles of Learning and Teaching		
University College – General Studies	General Studies Discipline Specific Knowledge, Skills, and Competencies		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
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Agriculture	Oral Communication	Students scored a “B” grade or better in Oral Communication.	
	Critical Thinking	Students scored a “B” grade or better in Critical Thinking.	
	Global Learning		Not planned for assessment during 2024_25AY
	Human Needs and the Global Environment		Not planned for assessment during 2024_25AY
	Agricultural Sciences B.S. SLO - Global agricultural production practices and processes (rubric)		
	Agricultural Engineering B.S. SLO – Power & Machinery, Agricultural Production Systems and Soil & Water Management	The student did not do well on the Comprehensive Exam.	Expand “A Project” /Presentation done in the Senior Seminar Course, AGRI 4202. This Project must be approved by the Instructor and the Academic Advisor.
	Regulatory Science B.S. SLO - Regulatory compliance associated with food, agricultural, industrial, health and environment safety (rubric)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Agriculture Business Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The students did not do well on the Comprehensive Exam.	Expand “A Project”/Presentation done in the Senior Seminar Course, AGRI 4202. This Project must be approved by the Instructor and the Academic Advisor.
	Agriculture Economics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Animal Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The students did not do well on the Comprehensive Exam.	Expand “A Project”/Presentation done in the Senior Seminar Course, AGRI 4202. This Project must be approved by the Instructor and the Academic Advisor.
	Plant and Soil Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The students did not do well on the Comprehensive Exam.	Expand “A Project”/Presentation done in the Senior Seminar Course, AGRI 4202. This Project must be approved by the Instructor and the Academic Advisor.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Poultry Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Agricultural Engineering Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Regulatory Science - Agriculture Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Regulatory Science - Environmental Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Regulatory Science - Industrial Health and Safety Discipline Specific Knowledge, Skills, and		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Competencies (Comp Exam)		
Aquaculture and Fisheries	Oral Communication	Oral communication was implemented at all levels. Undergraduate and graduate students were mentored to present at various professional society meetings, where they received awards. During AY2023-24, scores for oral communication in AQFI for the freshman level were less than the campus average (campus: 84.99 ± 14.46 , n= 12; AQFI: 49.99 ± 0 , n= 1). It was slightly higher than the campus average for sophomore and junior years (campus: 89.68 ± 9.84 , n= 80; AQFI: 89.99 ± 14.14 , n= 2). At the Senior level, the AQFI score was slightly lower than the campus average (campus: 89.76 ± 15.81 , n= 53; AQFI: 87.45 ± 0 , n=1). At the Graduate level, the Oral Communication SLO score was higher for AQFI students than the campus average (campus: 81.17 ± 20.04 , n= 68; AQFI: 84.35 ± 17.99 , n= 47).	We will continue to review and seek improvement within the AQFI Dept. Faculty members will continue mentoring graduate and undergraduate students to present their research findings in professional society meetings and annual field days.
	Critical Thinking	Critical thinking SLO was implemented at the freshman and graduate levels. This SLO was not implemented for the sophomore, junior, and senior years at the undergraduate level. It was because some planned undergraduate courses were not offered due to the lack of students. During AY23-24, scores for Critical thinking in AQFI were slightly lower than the campus-level	We will continue ensuring the successful implementation of critical thinking at all levels through regular monitoring and review.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
		average for freshman (campus: 81.18 ± 21.83 , $n= 52$; AQFI: 28.32 ± 4.57 , $n= 5$). At the Graduate level, the Critical Thinking SLO score of AQFI students was higher than the campus average (campus: 87.61 ± 17.51 , $n= 86$; AQFI: 91.33 ± 13.26 , $n= 56$).	
	Global Learning	Global Learning was implemented only at the graduate level. At the graduate level, only AQFI completed this SLO in AY2023-24; the mean score was ($99.99 \pm$ SD of 0, $n= 14$).	Not planned for assessment during 2024_25AY
	Human Needs and the Global Environment	This SLO was implemented only for the Freshman year. At the Freshman level, only AQFI completed this SLO in AY2023-24; the mean score was ($32.14 \pm$ SD of 0, $n= 3$).	Not planned for assessment during 2024_25AY
	Aquaculture and Fisheries Science B.S. SLO – Quantitative Literacy (AAC&U rubric)	Quantitative Literacy assessments were completed only at the graduate level for the following courses: (1) Aquaculture Economics (7 students), (2) Reservoir Fisheries/ Ecology (2 students). We failed to implement it at the undergraduate level.	The department will continue implementing discipline-specific skills articulated in the curriculum map. The focus of discipline-specific SLOs in AY 2023-24 will be quantitative literacy, fish culture and hatchery management, and fisheries management.
	Aquaculture and Fisheries Discipline Specific Knowledge,	A comprehensive exam was held for the graduating senior student(s). The department updated study guides for all seven tested subjects.	We will continue to improve by regularly monitoring and updating study guides

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
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	Skills, and Competencies (Comp Exam)		and need-based support to the graduating seniors.
Human Sciences	Oral Communication		
	Critical Thinking		
	Global Learning		Not planned for assessment during 2024_25AY
	Human Needs and the Global Environment		Not planned for assessment during 2024_25AY
	Human Sciences B.S. SLO - To explain how their major impacts the lives of individuals families and community		
	Hospitality and Tourism Management B.S. SLO -		
	Food Service and Restaurant Management Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Human Development and Family Studies Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Merchandising, Textiles, and Design Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Nutrition Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Hospitality and Tourism Management Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Art and Design	Oral Communication	Graduate students were the lowest performing with 81.17%, Freshmen performed higher with 84.99%, Sophomores/Juniors scored significantly higher with 89.68 and Seniors were slightly above that with 89.76.	We will work to offer more oral presentation opportunities for our freshmen, sophomore and junior art majors.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Critical Thinking	Seniors performed at the lowest and grad students at the highest level. Mean percents were Freshmen 81.18%, sophomore/juniors 84.32%, seniors 79.31% and grad students 87.61%	Art courses offer many opportunities for art majors to engage in critical thinking skills. We will continue to do so.
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Art B.S. SLO - Use visual art elements and principles of design to create original works of art	When freshmen and sophomores were compared, sophomores scored 94 and freshmen 82 out of 100.	We will continue to evaluate these 2 groups and make comparisons to ensure student groups score higher as they matriculate.
	Art Education B.S. SLO - Develop skills and abilities, and acquire knowledge needed to become a certified art teacher.	We did not have formal data for art education majors during this year.	N/A
	Art Discipline Specific Knowledge, Skills, and Competencies (Senior Exhibit)	Our seniors scored 18 out of 20 on this component of the Senior Capstone Exhibit.	We will work closely with art majors enrolled in upper-level studio courses to make sure they are proficient in their chosen medium(s).
Biology	Oral Communication	Seniors performed the best, with a percent variable of 89.76%. Sophomores/juniors had the second highest percent variable (89.68%)	To improve outcomes for this academic year, oral presentations and other oral assignment

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
		followed by freshmen (84.99%) and graduate students (81.17%).	opportunities will be given to all students taking classes in the department.
	Critical Thinking	For this SLO, based on the mean for the percent variable, graduate students performed better than any other classification with a mean percent of 87.61%. The means for the percent variable for Sophomores/juniors, freshmen, and seniors are 84.32%, 81.18%, and 79.31%, respectively.	Assigning peer review articles and case studies with scaffolded, critical thinking questions are two ways in which outcomes can be improved this academic year. While all classification levels can improve, more focus will be on the seniors to ensure they not only retain but build upon information they learned as freshmen and sophomores/juniors.
	Information Literacy	Overall, this SLO displayed a high B average (87% or higher) for all classification levels based on the mean value for the percent variable. Freshmen displayed the highest for this SLO. Their mean value for the variable percent was 88.92%. Sophomores/juniors displayed the second highest, followed by the seniors with means for the percent variable 87.87% and 87.50%, respectively.	Not planned for assessment during 2024_25AY
	Teamwork	Sophomores/juniors performed the best for this SLO (95.62%) followed by the freshman (88.75%) and seniors (88.60%).	Not planned for assessment during 2024_25AY
	Biology B.S. SLO – Biological research	Not assessed	N/A

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Biology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The mean percentage for this SLO is a B average, 83.73%. Except for Cell Biology (78.95%) and Vertebrate Physiology (75.36%), other courses assessed had a B average. It is noted that Microbiology had the highest mean percentage, 92.42%.	Study guides and more reinforcements through detailed-heavy, comprehension-focused assignments will be given in Cell Biology and Vertebrate Physiology to ensure students are retaining information better.
Chemistry and Physics	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Chemistry and Physics B.S. Chemistry SLO - Ability to draw and interpret graphs		
	Chemistry and Physics B.S. Physics SLO - To solve problems utilizing the interactions of		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	energy and matter		
	Chemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Physics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Biochemistry Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Forensics Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
English, Humanities, and Foreign Languages	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Teamwork		Not planned for assessment during 2024_25AY
	English Literature/Liberal Arts B.A. SLO - Demonstrate student writing ability		Faculty will incorporate changes in their syllabus. Faculty will focus more on essay writing in Freshman Comp. I and sophomore level- Introduction to Literature
	English Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		Faculty will incorporate changes in their syllabus. Faculty will focus on having students write more essays with a focus on thesis, content development and conclusions.
	Theater Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Industrial Technology	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Teamwork		Not planned for assessment during 2024_25AY
	Industrial Technology B.S. SLO - Industrial safety management and practices		
	Industrial Technology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Math and Computer Science	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Computer Science B.S. SLO -		
	Mathematics B.S. SLO -		
	Computer Science Discipline Specific		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Knowledge, Skills, and Competencies (Comp Exam)		
	Math Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Multimedia Communication	Oral Communication		
	Critical Thinking		
	Information Literacy	There was some improvement in this area.	Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Mass Communication B.A Print SLO - Write clearly and correctly in forms and styles appropriate for the profession		<p>To improve student's information literacy skills, faculty will:</p> <ul style="list-style-type: none"> Design more research-based assignments requiring students to evaluate and apply credible sources. For example, students can work on a semester-long investigative reporting project in

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			<p>news writing classes where they are required to identify relevant national and local issues and conduct in-depth research using various sources (e.g., government reports, academic journals, and interviews).</p> <ul style="list-style-type: none"> • Incorporating more active learning strategies like group discussions and debates will encourage students to engage critically with information and collaborate on various media topics. For example, group students will research a local or campus issue and create a multimedia news story incorporating video interviews, infographics, and written

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			<p>content. Each group must divide tasks (e.g., research, scriptwriting, editing) and work together to present their final project to the class.</p> <ul style="list-style-type: none"> • Include fact-checking and media bias analysis projects. For example, faculty can assign students a political speech or debate and ask them to conduct fact-checking specific statements made by a politician or public official. • Include more reflective learning activities, such as essays or journals, which allow students to analyze their research process and grow in information literacy.

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			<ul style="list-style-type: none"> Introduce students to essential digital tools and resources that help students navigate both traditional and digital media effectively, such as citation management software (e.g., Zotero, EndNote) and research databases (e.g., EBSCOhost).
	Mass Communication B.A. Broadcast SLO - Apply tools and technologies appropriate for the communication profession		
	Mass Communication Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
Music	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Music B.S. SLO - Ability to analyze provide music and express analysis theory/ orchestration / arranging or comparison		
	Sound Recording Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Music (non-teaching) Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Nursing	Oral Communication		
	Critical Thinking		Specific ATI modules on critical thinking and clinical reasoning

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			will be shared with students early in the program to improve the ability to use these skills to answer NCLEX questions. (Formative and Summative)
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Nursing B.S. SLO - Synthesize knowledge from nursing science, the liberal arts, and sciences as a basis for delivering safe and culturally sensitive nursing care		Continual assessment of departmental SLO's which will be aligned with course objectives and AACN Nursing essentials. Faculty involvement in all aspects of SLO's. Rubrics and Live Text will be utilized continually. (Formative and Summative)
	Nursing RN to BSN Track Discipline Specific Knowledge, Skills, and Competencies from Senior Project		SLO's for BSN program to be assessed from the end of program portfolio assignment (Summative)
	Nursing Generic Track NCLEX Predictor Scores		Continual assessment as students' progress through the program. Predictor scores must be completed prior to

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			graduation to improve NCLEX scores. Goal is 85% Predictor Scores
Social and Behavioral Sciences – Addiction Studies	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Addiction Studies Discipline Specific Knowledge, Skills, and Competencies		
Social and Behavioral Sciences	Oral Communication		
	Critical Thinking		
	Information Literacy		
	Teamwork		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Criminal Justice B.A. SLO - Theory		
	Psychology B.S. SLO - Methods		
	Social Science B.A. SLO - Culture		
	Criminal Justice Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Psychology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Social Science Gerontology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Social Science History Discipline Specific Knowledge,		

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Skills, and Competencies (Comp Exam)		
	Social Science Political Science Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
	Social Science Sociology Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)		
Social Work	Oral Communication		
	Critical Thinking		
	Information Literacy		Not planned for assessment during 2024_25AY
	Teamwork		Not planned for assessment during 2024_25AY
	Social Work B.S.W. SLO - Demonstrate ethical and professional behavior.	The 2023-2024 assessment showed a mean score of 97.27% for ethical and professional behavior, with improved minimum scores, reflecting stronger student understanding and application.	To improve outcomes next year, we will strengthen our focus on ethical and professional behavior by incorporating more case-based learning and real-world

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			scenarios into the curriculum/course. We will also bring in guest clinicians, offer additional workshops (Field Fair), and conduct earlier practice exams to ensure students are better prepared for the comprehensive exam.
	Social Work Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The 2023-2024 assessment scores showed significant improvement in student performance on the Social Work Senior Comprehensive Exam. The overall mean increased to 95.24%, with key areas such as ethical practice, diversity engagement, and social justice all achieving mean scores above 90%. These scores reflect a stronger grasp of essential social work competencies, indicating marked progress compared to the previous year.	To improve outcomes for 2024-2025, we will ensure students receive core information throughout their social work courses, so they are well-prepared when they reach the Senior Seminar. We will also enhance review sessions, introduce earlier practice exams, and provide personalized feedback on key areas such as ethical practice and diversity engagement. These efforts aim to set students up for success on the Social Work Senior Comprehensive Exam.
Accounting	Oral Communication		Practice public speaking Be clear and concise Adapt a communication style

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Critical Thinking		<p>Case studies: Present students with real-world business scenarios with multiple perspectives.</p> <p>Reflective writing: Ask students to apply their experiences to different concepts.</p>
	Ethical Reasoning		Not planned for assessment during 2024_25AY
	Accounting B.S. SLO -		Improve use of technology in learning
	Accounting Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
Business Administration	Oral Communication		<p>Practice public speaking</p> <p>Be clear and concise</p> <p>Adapt a communication style</p>
	Critical Thinking		<p>Case studies: Present students with real-world business scenarios with multiple perspectives.</p>

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			Reflective writing: Ask students to apply their experiences to different concepts.
	Ethical Reasoning		Not planned for assessment during 2024_25AY
	Business Administration B.S. SLO -		Improve use of technology in learning
	Business Admin Discipline Specific Knowledge, Skills, and Competencies (Peregrine Test)		
Curriculum and Instruction	Oral Communication	Data assessment team reviewed the data and have made adjustments in their key assessments that included more emphasis on Voice Projection	Key assignments were updated to reflect voice inflection, volume, and tone with an emphasis on empathy and positivity.
	Critical Thinking	The data assessment team reviewed the data and made adjustments in their key assignments.	Key assignments were updated to give students a universal way to reflect and respond in a way that is higher on the Bloom's Taxonomy Hierarchy.
	Intercultural Knowledge		
			Not planned for assessment during 2024_25AY

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
	Lifelong Learning		
			Not planned for assessment during 2024_25AY
	Elementary Education, Middle Level Education, Special Education B.S. SLO – The learner and learning	The student teaching clinical assessment tool has been validated and continues to be effective	The clinical assessment tool is being redesigned to comply with edTPA assessment SLOs which is an evidenced-based assessment by Pearson.
	Rehabilitation Services B.S. SLO - Culture diversity, legal, & ethical issues	This assessment rubric is being validated and continues to be effective	The curriculum committee will continue to monitor the correlation between the assessment and the SLOs
	Praxis Exam	This data showed and improved pass rate for all completers, yet due to rule updates at the AR Department of Education, this exam will be no longer required for the 24/25AY It will be replaced by a new state approved assessment	Not Planned for assessment during 2024-25AY EdTPA will become the major assessment for the content/pedagogy for classroom teachers. We are working with the Office of Assessment to upload Rubrics into LiveText
	Rehabilitation Services Discipline Specific Knowledge, Skills, and	The data showed continued increase in the pass rate, and it is correlated to what is expected and goals are met	The curriculum committee will continue to monitor the correlation between the assessment and

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
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	Competencies (Comp Exam)		programs SLOs related
Health, Physical Education & Recreation	Oral Communication		
	Critical Thinking		
	Intercultural Knowledge		Not planned for assessment during 2024_25AY
	Lifelong Learning		Not planned for assessment during 2024_25AY
	Health and Physical Education B.S. SLO - Design and implement plans which are linked to program goals	The State of Arkansas made changes to the required cut score for PRAXIS to 149. There were 6 exams taken during the 23-24 year at an average of 45.33%. The score increased by 9.53% from 35.90. The last 5 years the average mean was 41.34% which is less than the 23-24 average mean score.	As the courses are being redesigned to incorporate more study materials and practice questions for the PRAXIS exam, the department will continue to monitor the development of each student. The department will also integrate components of edTPA into classes as well as the courses.
	HPER Discipline Specific Knowledge, Skills, and Competencies (Comp Exam)	The KSC Exam results were down from previous years. The overall score average decreased by –13.48 points. All subcomponents decreased as well. Planning down by –7.39, Content down –16.41, Collaboration down –5.73, and Management down –20.83.	The department will work on increasing the Management and Content areas. These two areas had the largest decreases for the exam. The department is redesigning courses to help learn content and management. This

Appendix 2 – Curricular Program Summaries and Plans for Improvement During the 2024_25AY

Department/Unit	Student Learning Outcome	What did the 2023_24AY assessment show?	What will be done to improve the outcome in the 2024_25AY?
			will include the use of projects, and various experiences.
	Praxis Exam	The State of Arkansas made changes to the required cut score for PRAXIS to 149. There were 6 exams taken during the 23-24 year at an average of 45.33%. The score increased by 9.53% from 35.90. The last 5 years the average mean was 41.34% which is less than the 23-24 average mean score.	As the courses are being redesigned to incorporate more study materials and practice questions for the PRAXIS exam, the department will continue to monitor the development of each student. The department will also integrate components of edTPA into classes as well as the courses.
University College – General Studies	General Studies Discipline Specific Knowledge, Skills, and Competencies (Senior Project)	As reflected in the data, the General Studies Program remains consistent in producing majors who perform at and above the 70% level on the BGS Senior Assessment, with small variations. There were 23 students with scores ranging from 70% to 100% and 1 student with a score below 70% with an average score of 82.39%. Positive results related to knowledge, skills and competencies in their respective disciplines (Science and Technology, Liberal and Fine Arts, Professional Studies, and Social and behavioral Sciences) are being reported. There has been little variation in the last 7 years.	At this point, it is our goal to maintain consistency of scores as we strive to improve them. We are pleased that only one student scored below the 70% mark, but we will continue to push for accelerated scores above the 70% level moving forward. While we have no detail-oriented plan to increase test scores, we do plan to provide suggestions to students for improving their scores on the Senior Project (such as writing style, formulation of specific projects, the topic selection process, implementation, and project development.

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
Academic Skills and Developmental Services		The need for developmental Reading consistently waned away. This resulted from a 2012 requirement to remove developmental courses from Higher Education. It was proposed that Reading 1213 and English 1310 be merged to form a Language Arts class which would satisfy both developmental Reading and Basic English at the same time, because of this the stand-alone Reading course is not needed.	Developmental Reading 1213 No Longer exists. Students scoring below proficiency in Reading when tested, receives remediation by enrolling in (1310 English/Blended) where both English and Reading are credited.
Quality Initiative – Student Success			
Trio Student Support Services	Participants will gain the academic performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	SSS will work to increase academic achievement, and graduation rates through continued in-person tutoring and online NetTutor services. New this year is the addition of MatchWare MindView software comprehensive, visual learning tool designed to help develop and organize ideas.	SSS student participation in workshops and tutoring increased this year. Academic achievement, retention, and graduation rates also increased through persistent and continuous outreach activities and personal coaching. Even with campus wide access to NetTutor services students still prefer the personal one-on-one tutor sessions. Therefore, SSS used intensive coaching and tutoring strategies through ongoing monitoring and updating with communication methods that included Blackboard, group chats, texts, emails, and telephone calls.

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
Carolyn F. Blakely Honors Program	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people willing to make their respective communities and nation a better place to live, work, and learn.	We will continue to make use of our Blackboard course/organization as a means of incorporating measures to gauge responses to the Scholars Seminars and campus/community service opportunities. In addition to documenting the plans of our graduates in our senior send-off book, we will also place the graduation survey link in Blackboard to centralize the data on our graduates. Finally, we will encourage our graduates to enroll in Honors Program Alumni Remind text group before they leave so they are better accessible for updates.	Our enrollment remained the same. We have 64 active students. We encourage international students to apply. We sent membership invitations through Aviso texts and emails to eligible students. Blackboard has been updated and contains information regarding scholarships and internships. The website has been updated making our application electronically fillable. All students must submit a signed contract agreement emphasizing their active participation. Our communication with the members has improved significantly. We are diligently keeping our attendance policy. All Honors students are required to have an internship, study abroad or volunteer hours during the summer.
Military Science 1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.	Students are qualitatively evaluated on an “Outstanding”, “Excellent”, “Proficient”, “Capable” and “Unsatisfactory” scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero “capable” or		

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	<p>failure ratings. Ratings are based on the overall composite of the Army's 17 Core Competencies. A minimum overall rating of Capable is required to remain in the program.</p> <p>Core Competencies are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, Leads Others, Extend Influence beyond CoC, Lead by Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results.</p> <p>Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.</p>		
Military Science 2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness,	Contracted cadets will participate in three physical training (PT) sessions per week and conduct at least two Army Physical Fitness		

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Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
stamina, and mental toughness.	<p>Tests (APFT) each semester. Non-contracted cadet must participate in one PT session per week.</p> <p>Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.</p>		
Watson Memorial Library	Students will gain an understanding of research resources available in through the Watson Memorial Library	<p>The new implementation of OCLC WorldShare, Integrated Library System, allows students to identify reliable information, search across an entire collection of databases and find items in other libraries. Students can further refine information literacy and problem-solving abilities. The student will be better prepared for success in academic courses and lifelong learning. The library has updated new research tutorials in Niche Academy. The library faculty will create information literacy videos and revise the survey to be clearer and more concise for the student to understand the concept of information literacy better. This platform sustains current introductions to databases that support students learning</p>	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

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		outcomes in understanding information literacy and accessing credible resources. The library faculty will continue to promote ongoing assessments for information literacy instruction to improve the development of knowing the strengths and weaknesses of students' research skills.	
Viralene J. Coleman Computerized Writing Center	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.	The Writing Center plans to hold Essay and Poetry Writing Contests. This in hope will refine synthesis and analysis of the various texts they encounter in the academic setting. Moreover, these contests will provide deep analytical and critical thinking skills to further enhance creativity and improve interpersonal skills as well. These events will strengthen students' writing and learning aptitudes across the curriculum.	Faculty brought students to the Writing Center to proofread and edit the organization of student papers. Also, faculty provided new topics that focused on students having to rigorously write more in-depth research papers.
Band	Members of the UAPB Band will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of	Student-led sectionals will continue to be encouraged along with active listening both in rehearsal and performance. Students will also regularly collaborate based on mutual academic courses to help ensure academic success and encourage student retention.	

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
	contributions they make to team discussions.)		
Vesper Choir	Members of Vesper Choir will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
Office of International Programs and Studies	<i>Education Abroad</i>		
	Students will 1) develop competency in one or more of the three areas: a) knowledge and understanding of a thematic topic related to their major/program of study; b) improved fluency in a foreign language; and/or c) practical application of knowledge and skills related to their major/program of study; 2) learn how to be flexible and adaptable in a foreign culture; and	This year we will evaluate lessons learned from pilot faculty led initiatives and determine whether and how program changes may be incorporated in future initiatives. We would like to create and strengthen a business model based on 1890 participation as well as other HBCUs in Arkansas. Currently there are education abroad programs slated for Kenya and Europe. We also plan to provide stipends to students who are interested in learning about global education as a career pathway through internships with OIPS. This may provide a suitable opportunity for	Education Abroad Business Model. During April – June, OIPs and faculty collaborators participated in a comprehensive program assessment conducted by the funder, the 1890 Center of Excellence in International Education and Development. All of our goals were met in terms of what students were to gain from our service or program. All three pilot programs were successful in recruiting participants from other 1890 institutions. This, combined with the operationalization of an online advisement portal, lays the foundation for building an education abroad business model

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
	3) Become partners with OIPS in promoting education abroad at UAPB.	students who are not yet ready to travel abroad.	that incorporates participation from other 1890 or third-party institutions. New Programs. The program(s) slated for Kenya were postponed to the 2024-2025 academic cycle. More time was needed for student outreach and recruitment as well as funder approval for requested changes in grant budgets. OIPS Internships. One student was recruited to be an OIPS student ambassador to assist with increasing campus awareness of OIPS programs.
<i>Peace Corps Prep</i>			
	<p>Program participants will develop competencies through the following:</p> <p>1) Enrollment in coursework related to six thematic areas designated by the U.S. Peace Corps</p> <p>2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area</p> <p>3) Enrollment in foreign language coursework</p> <p>4) Enrollment in coursework that promotes cross-</p>	<p>Activities will take place at two levels:</p> <p>1) We will move forward with application reviews, advisement, orientation and training sessions for Cohort Three.</p> <p>2) We will commence outreach and recruitment for Cohort Four as well. As a part of this process, we will explore the feasibility of recruiting students through campus-based student affiliations. Last year's recruitment efforts achieved success primarily through a</p>	<p>Cohort Three. Five solid applications received with four students accepted and inducted into Peace Corps Prep. Activities for 2023-2024 included orientation, seminar and reception with Peace Corps Volunteers and a community service activity through the SAFHS 4-H program.</p> <p>Cohort Four. Outreach and recruitment initiated but not completed. Will continue through fall 2024. Initial contact made with Essence of a Woman campus organization with hopes of establishing a collaboration similar to</p>

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Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
	cultural/inter-cultural learning 5) Engagement in campus-based leadership development experiences 6) Participation in the UAPB Collegiate 4-H Club 7) Participation in asset-based community development (ABCD) training	collaboration with Black Male Achievers. It would be interesting to see if this model can be expanded.	that of Black Male Achievers.
	<i>UAPB Collegiate 4-H</i>		
	UAPB Peace Corps Prep members will participate in and gain knowledge and skills through 4-H volunteer activities. UAPB Collegiate 4-H members will learn about and participate in global programs sponsored by OIPS.	Two levels of engagement will occur: 1) New Peace Corps Prep members will join the collegiate 4-H chapter. 2) Recruitment and outreach of 4-H members will commence during the fall semester.	Four new Peace Corps Prep members joined the UAPB Collegiate 4-H Club and participated in a 4-H community service activity at a local school. However, no existing 4-H members joined Peace Corps Prep as envisioned.
	<i>Global Scholarship Initiative</i>		
	Students will: 1) Gain information about scholarship opportunities which enable or enhance global engagement. 2) Receive advisement on best practices regarding application submissions	OIPS will take the lead in a collaboration with the Honors Program to create a Global Scholarships and Fellowships Interest Group. 1) Consistent with the pilot initiative during 2019-2020, advisement sessions will be conducted based on student interest and pending scholarship deadlines.	The National Scholarship Initiative was renamed as the Global Scholarship Initiative. As a general proposition, planned activities were placed on hold and postponed for implementation during the 2024-2025 academic cycle.
<i>SAFHS Global Leadership Initiative</i>			

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	<p>Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to:</p> <ol style="list-style-type: none"> 1) Receive timely updates on academic and professional opportunities in the global arena. 2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks. 	<p>During this program cycle, we do have grants that will cover substantially all the costs for travel abroad.</p> <p>Based on interest conveyed during 2022-2023AY and new outreach efforts, we hope to increase SAFHS student participation in global programming.</p>	<p>SAFHS Student Ambassador. A SAFHS undergraduate student was recruited to serve as an OIPS Student Ambassador during the spring 2024 academic semester. In this capacity, she attended meetings and campus events to share information about global opportunities for UAPB students. She also posted flyers across campus and assisted with preparations for the Unity Festival organized annually by the Office of Student Involvement and Leadership (OSIL).</p> <p>A core group of students were recruited for the Global Food Security and Defense Fellows Program in Kenya. This program will be implemented during the 2024-2025 academic cycle.</p>
	<i>International Student Association</i>		
	<p>Through this association, international students will:</p> <ol style="list-style-type: none"> 1) Gain and strengthen their leadership skills. 2) Create a safe space for members to share their experience as students at UAPB. 	<p>We continue with the revitalization of the Association following setbacks during the height of the COVID-19 pandemic.</p> <p>One key goal is to follow-up on the previous year's advocacy efforts by organizing a series of information sessions with</p>	<p>Efforts to revitalize the association continued.</p> <p>Officers conducted a series of information sessions near the end of the fall semester.</p>

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
	<p>3) Organize and conduct activities that strengthen friendships and peer support.</p> <p>4) Organize and conduct activities that enable members to participate in campus more fully life.</p> <p>5) Engage in advocacy on behalf of international students' needs and aspirations.</p> <p>6) Foster and support on-going internationalization and global awareness activities</p>	<p>various campus stakeholders/offices.</p> <p>This year's goals also include the following:</p> <ol style="list-style-type: none"> 1) Continue birthday greetings and fall/spring semester birthday parties in collaboration with OIPS. 2) Fill vacant officer position (Graduate Event Co-Coordinator) 3) Work with officers to recruit members for the Event Coordination Committee 4) Work with officers to set schedule of activities for the academic year, including on-going advocacy efforts. 5) Work with officers to develop and implement a system of on-going communications with membership. 	<p>Spring semester activities included participation in Unity Fest as organized by the Office of Student Involvement and Leadership and a cultural celebration organized by the Department of Human Sciences.</p>
STEM Academy	<p>STEM Academy students gain experience in comportment in the business/research environment through summer internships.</p>	<p>Continue virtual and in-person Guest Lecture Series presenters that offer summer internships and co-ops that relay benefits of networking.</p> <p>Announcement of opportunities through group messaging and other message forums.</p>	

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		Return to in person graduate school preparation.	
Career Services	Students will understand the job search process and skills for obtaining a job.	I would like to continue to work towards increasing the freshman and sophomores that register with our office because it is important that we get these students started early on the career development process. We will add an additional partner, the LION's Program. We will offer incentives to get registered to have a 50% increase in freshman and sophomores over the 2022-2023 baseline of 105.	During the Fall 2023 semester we had 63 freshmen and sophomores to register; during the Spring 2024 semester we had 60 freshmen and sophomores to register. We had 117% increase which exceeded the objective of 50% increase over the baseline of 105.
Co Curricular Education			
Counseling and Student Wellness	<p>Students will "...learn improved ways to manage mental health issues and crises;</p> <p>develop skills that will assist in gaining/maintaining positive interpersonal relationships;</p> <p>develop increased awareness of the interconnected nature of mental, emotional, and physical well-being;</p> <p>Engage in regular physical fitness."</p>	<p>Conduct workshops/presentations on mental health topics to student populations, faculty, and staff.</p> <p>Development of the UAPB Holistic Health diagram outlining the connection between college life. This information will be disseminated to university students.</p> <p>Hold different fitness contests to encourage physical activity with students.</p>	Counseling and Student Wellness conducted 29 presentations during the academic school year for various classes, student organizations, and groups. Also 11 different workshops were conducted – Managing Toxic Love/Relationships, Anger management, Dealing with Trauma, Art Therapy, Substance Abuse Prevention, Suicide Prevention, black men/women mental health, LGBTQI+ mental health, developing a Campus Culture of Inclusion, Meditation and Mindfulness,

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			<p>Dealing with testing Anxiety.</p> <p>Fitness Center held contests for Biggest Loser (weight loss), Mr. and Ms. Consistency. Classes Abs/Buns, Dance Fitness, Swole Patrol, and Circuit Training classes were conducted.</p>
Emerging Scholars Leadership Institute			
Disability Services	Even playing field like students without Disabilities	To maintain our mission to let every student with a disability maintain a sense of independence. We have updated the technology within the department and will continue to stay on top of all the latest technology.	
Veteran Affairs	Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best	Continue to advance with the new operating systems set forth with the Department of Veteran Affairs. We will work with the students with transcript evaluations and military credits.	

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	respond to the needs of our Veterans.		
Residential Life	<p>The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and recreational activities provide health and wellness, awareness of global and local issues and concerns reviewed, information about student safety on campus and off-campus discussed, community projects performed, and individuals develop new skills, and a sense of community is fostered among all residents.</p> <p>Student leaders and the residential life staff are committed to strengthening the relationship and level of understanding among people by supporting them in their learning about the diversity that exists within the residence hall communities. The department encourages each person to see this as a lifelong learning process in which we continue to develop the skills and attitudes necessary to be positive and productive</p>	<p>During the 2022-2023 academic school year, the department will provide surveys for all programs and activities hosted in the residence halls. At the end of the academic school year, there will be a survey for the residents asking them about their housing experience. In addition, evaluations and surveys will be provided to the residential assistants so they will know their strengths and weakness and can give information about their experience as residential assistants.</p>	

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	<p>members of society. Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage acceptance and appreciation of people regardless of race, gender, age, ethnicity, able-bodiedness, sexual orientation, socioeconomic status, or religious affiliation. While holding to the belief that society is strengthened by the acceptance of human diversity and the ideas that generate from that diversity, we encourage staff and students to reach out to each other and develop positive relationships. The residential life staff is there to assist student residents in the development of their academic, social, and personal growth while at the University. The primary goal of the residential life program is to provide residence halls with an atmosphere that is conducive to growth and learning in these areas.</p>		
Student Health Services	Students will gain access to a range of reproductive health services.	In addition to providing reproductive health services, Jefferson County Health Department will offer a new program called	The REAL program was discontinued in 2022.

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	Students will be provided with information, services, and supplies for effective reproduction control to enable students to realize their own desires in regard to number and spacing of children and to ensure that education need not be interrupted or limited by an unwanted pregnancy.	<p>REAL (Reproductive Education Access and Lifestyle) to provide health education and lifestyle support.</p> <p>During Fall 2022AY, incoming Freshmen will receive packet with reproductive health services information and resources.</p> <p>We will create flyers, posters and utilize social media to promote the reproductive health program and to encourage students' participation.</p>	<p>Due to an unforeseen circumstance Freshmen did not receive reproductive health service packets.</p> <p>8x10 laminated flyers were posted in highly visited areas (female's dorm, restroom, cafeteria, lounge areas...)</p> <p>Students received an email blast to promote the Family Planning Program (FP).</p> <p>We had 38 females to schedule a FP appt. during Fall 23 & Spring 24. Only 18 females attended the clinic.</p> <p>Before the initial visit the student had a pre-screening questionnaire to complete. The purpose was to assess student knowledge and understanding of contraception and the effects of an unwanted pregnancy.</p> <p>After the FP visit, students had to complete a post-screening</p>

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			<p>questionnaire. The purpose was to rate the services and assess the learning experience.</p> <p>14 students completed the pre-screening and only 6 the post-screening.</p>
Student Involvement and Leadership	<p>1. Enhance student learning and development and increase each participant's knowledge of self and Leadership competence. Self-knowledge: understanding talents, values, and interests.</p> <p>2. Leadership capacity: capacity to mobilize yourself and others to serve and work collaboratively</p> <p>3. Through guidance within the Office of Student Affairs, prepare students with targeted industry-guided internships, life-skill and college readiness support, and</p>	<p>Emerging Scholars Leadership Institute evaluation methods are based on the program objectives. These objectives include participant knowledge, skills, attitudes, and behaviors before and after the program.</p> <p>1. Assessment Tools: Designed tools to measure the defined criteria. Tools include pre- and post-program surveys, interviews, observation checklists, tutoring, test prep, and leadership performance assessments.</p> <p>2. Baseline Data: Emerging Scholars Leadership Institute collects baseline data to understand participants' current skills and</p>	

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	post-college transition guidance.	<p>knowledge levels before the program starts.</p> <p>3. Program implementation: ESLI conducts workshop sessions, ensuring that they align with the defined objectives and criteria for evaluation.</p> <p>4. Ongoing monitoring. Throughout the program, monitor progress and gather feedback through informal check-ins, feedback sessions, or interim assessments.</p> <p>5. Post-Program Evaluation: After the Emerging Scholars Leadership Institute program, fellows graduate, we will be conducting a comprehensive evaluation using the developed tools. Compare the results with the baseline data to assess the program's impact.</p> <p>6. Report Findings: ESLI compiles the data into a progress report. Highlighting critical findings, areas of success, and opportunities for improvement.</p> <p>7. Stakeholder/Facilitator Feedback: ESLI requests survey and open feedback from program participants. Including visiting</p>	

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		<p>instructors and outsourced organizational leaders.</p> <p>8. Plan for Continuous Improvement: Emerging Scholars Leadership Institute utilizes the findings and feedback to make improvements to the program. Improvement involves adjusting content, teaching methods, and evaluation techniques for future iterations.</p> <p>Internship Measurements: (Goal 3)</p> <p>Internship Placement Rate: Calculates the percentage of students who secured internships.</p> <p>Out of the total number seeking placement. This is a fundamental metric to gauge overall success.</p> <p>2. Industry and Sector Distribution: Analyzes the distribution of internships across different industries and sectors to identify trends and areas of interest for students.</p> <p>3. Company Partnerships: Tracks the number and quality of partnerships with companies offering internships. Strong</p>	

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		<p>partnerships can enhance opportunities for students.</p> <p>4. Geographical Analysis: Examines the geographic locations of internship placements to understand where students are gaining practical experience and identify potential areas for expansion.</p> <p>5. Duration of Internships: Measures the average duration of internships to assess the depth of experiential learning and the extent to which students are exposed to real-world work environments.</p> <p>6. Student Satisfaction Surveys: Collects feedback from students who completed internships to understand their satisfaction levels, the relevance of experiences, and areas for improvement.</p> <p>7. Employer Feedback: Gathers feedback from employers about the performance of interns. This can provide insights into the alignment between educational outcomes and industry expectations.</p>	

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Union Programming Board	Positive engagement in student activities	<ol style="list-style-type: none"> 1. Set up a survey for students to give both positive and negative feedback about the program. 2. Gains • Teamwork • leadership skills • activities planning • positive safe environment while attending the university. 3. Build a focus group with the general population of students for ideas for future projects and activities. 4. Setup a text survey 	
Student Success Center	After using our programs for a suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.	<p>Improving the outcomes of students completing the Student Success Plan requires a multi-pronged approach, considering both the individual and systemic factors that might be affecting student performance. Based on the information given in the report, the following strategies can be implemented:</p> <ol style="list-style-type: none"> 1. Enhanced Early Alerts and Success Coaching: <ul style="list-style-type: none"> • Encourage faculty and academic advisors to use early alert systems to intervene early when students struggle and to address any academic challenges they face. 	Fall 2023: A total of 12 students participated in the Enrollment Management and Student Success sponsored tutoring virtually and face to face. Students attended 35 tutoring sessions, attempted 171 credit hours, completed 162 credit hours, and had a 95% course completion rate. Students tutored had an 80% pass rate with a grade C or above. The 12 students tutored ended the fall 2023 semester with an overall grade point average of 3.22.

Appendix 3 – Co-Curricular Program Outcome Improvements During the 2023_24AY

Co-Curricular Area or Program	What should students gain from your service or program?	What will be done to improve the outcome in the 2023_24AY?	What outcome improvements occurred during the 2023_24AY?
		<ul style="list-style-type: none"> Develop a mentorship program where upperclassmen mentor newcomers. 2. Financial Counseling: <ul style="list-style-type: none"> Partner with Student Financial Services to provide additional financial counseling to students with balances to identify potential solutions, scholarships, grants, or flexible payment plans. Organize workshops on financial literacy to educate students about budgeting, financial planning, and debt management. 3. Strengthen Tutoring Services: <ul style="list-style-type: none"> Increase the availability and visibility of tutors, particularly in subjects that have high rates of academic difficulty. Expand tutoring services to include both peer tutoring programs where students help each other based on their strengths and online tutoring. 4. Skills Development Workshops: <ul style="list-style-type: none"> Regularly offer workshops on time management, study skills, note-taking, and test-taking strategies. Incorporate soft skills training, like communication and critical thinking, to 	<p>Spring 2024: A total of 28 students participated in the Enrollment Management and Student Success sponsored tutoring virtually and face to face. Students attended 55 tutoring sessions, attempted 386 credit hours, completed 339 credit hours, and had an 88% course completion rate. Students tutored had an 81% pass rate with a grade C or above. The 28 students tutored ended the spring 2024 semester with an overall grade point average of 3.12.</p>

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		<p>improve overall student capability.</p> <p>5. Feedback Mechanism:</p> <ul style="list-style-type: none"> Introduce regular feedback sessions where students can share their experiences with the plan, suggesting areas for improvement. Use the feedback to make timely adjustments to the program. <p>6. Tailored Interventions:</p> <ul style="list-style-type: none"> For students with a GPA below 2.00, intensify individualized intervention plans which might include more intensive tutoring, study groups. Partner with academic advisors to offer modified course loads. <p>7. Social and Emotional Support:</p> <ul style="list-style-type: none"> Partner with Counseling services and require student to meet with a counselor and incorporating mental health and well-being workshops or counseling services for students feeling overwhelmed. Create a sense of community among participants to foster peer support. <p>8. Track Progress Regularly:</p> <ul style="list-style-type: none"> Monitor students' progress not only academically but also in terms of skills development and personal 	

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		<p>growth. Adjust strategies as needed.</p> <p>9. Outreach and Communication:</p> <ul style="list-style-type: none"> Enhance communication channels to ensure that students are aware of all the resources and services available to them. Organize regular check-ins to keep students engaged and informed. <p>10. Involvement of External Stakeholders:</p> <ul style="list-style-type: none"> Involve parents or guardians in the plan, especially for freshmen and sophomores, to ensure a supportive environment at home. Partner with local businesses and organizations for internships or mentorship opportunities. <p>11. Regular Review and Update Success Plan:</p> <ul style="list-style-type: none"> The Student Success Plan should be a living document, reviewed and updated annually or even by semester based on the changing needs of students and the effectiveness of the strategies implemented. Implementing these strategies can provide a more comprehensive and holistic approach to the Student Success Plan, ensuring that it addresses the diverse challenges faced by students and offers them the best 	

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		chance at academic success.	
LIONS Program (Learning Institute and Opportunities for New Students)	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</p> <p>2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist.</p> <p>3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB.</p> <p>4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation than non-participants.</p>	<p>Eighty-three freshmen enrolled in the 2022 LIONS Program. Eighty-two students completed the program, after one student was suspended by Student Affairs for disciplinary reasons.</p> <p>The program partnered with the Student Success Peer Mentor and STAR Programs making tutoring and attendance in Enrichment programs mandatory for all participants.</p> <p>During the Spring 2023 semester dozens of LIONS participants were engaged in co-curricular programs, including choir, Band, athletics and SGA.</p>	
UAPB Athletics	Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.		
Title IX - Affirmative Action	<p>Student will gain an understanding of...</p> <ul style="list-style-type: none"> • Alcohol Awareness • Bystander Intervention • Drug Awareness 		

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	<ul style="list-style-type: none"> • Sexual Violence Awareness (CampusSave) • Intimate Partner Violence <p>I. Title IX/Sexual Assault/Consent</p> <p>II. How to report these matters.</p> <p>III. Resources Available</p> <p>IV. Continue to find creative ways to learn due to our new way of working & learning</p>		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2024_25AY

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Academic Skills and Developmental Services		Consistent improvement was shown in placement scores and/or the use of combined course instruction for students needing developmental Reading. Fewer students needed the Reading course and these who did, successfully matriculate out of the combined Reading/English course (1310 English/Blended).	Continued utilization of the Blended course will be used, coupled with continued intrusive advisement from the BAS staff, including follow-up at and before midterm concerning the students' progress.
Quality Initiative – Student Success			
Trio Student Support Services	Participants will gain the academic performance level required to stay in good academic standing at the University, helping the maintain scholarships and graduate in a timely manner.	Based on the SSS 2023 Annual Performance Report, at least 91% of the students gained the performance level required to stay in good academic standing at the University; thereby creating visible scholastic guidelines to pursue additional studies. Also, SSS graduation rates succeeded at 61% based on a six-year cohort of entry level students.	SSS will continue to work to increase the retention, academic achievement, and graduation rates of current participants through in-person and virtual tutoring. In addition to MatchWare/MindView, SSS recently added Nucleus learning software to further engage students in online academic studies. New this fall, SSS will implement a Science, Technology, Engineering, Arts and Mathematics Lab (STEAM) lab for fall 2024 as a next level component to assist students in multiple academic areas.
Carolyn F. Blakely Honors Program	Our goal is to produce a program that attracts and retains high-achieving scholars with an interest in becoming well-educated and well-rounded people	Attendance has increased, which we attribute to our focus on communication. Utilizing platforms like Aviso and GroupMe has been instrumental in fostering better	To enhance outcomes next year, we will build upon our current initiatives and integrate new strategies: We will continue to expand our use of platforms like Aviso,

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	<p>willing to make their respective communities and nation a better place to live, work, and learn.</p>	<p>attendance and commitment. We were using a Remind app, but the students preferred GroupMe.</p> <p>In addition, we have cultivated a warm, family-friendly environment for our students. Activities such as game nights have been organized to promote socialization and bonding among students. Our open-door policy ensures accessibility, and we provide a closet stocked with interview attire to assist students in need.</p> <p>To support mental health awareness, we invited Dr. Wendolyn Robinson to share strategies at the beginning of the semester. We have also developed a campus resource booklet to guide students to available services.</p> <p>Furthermore, we are actively engaged with the Detroit alumni chapter, regularly sending campus-wide promotional items at least once a semester. We also participated in multiple enrollment opportunities, such as Lion Fever Day and High School Day, and visited a few High</p>	<p>GroupMe, Facebook, and Instagram; we will create additional avenues to maintain open communication with our students. This will include regular updates and feedback channels to ensure their needs are met effectively.</p> <p>Building on the success of our game nights and mental health discussions, we will schedule a series of enrichment workshops. These workshops will cover a range of topics such as career development, leadership skills, and personal growth, aimed at fostering student growth. We will have students do presentations about their internships and include some cross-cultural discussions to be more inclusive of our international students.</p> <p>Enrollment remains a priority, and to support this goal, we will actively participate in key events throughout the year. This includes recruitment career fairs and community outreach events to showcase our department and attract prospective students.</p> <p>We will continue to encourage our students to seek internship opportunities, register with</p>

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		<p>Schools during career day.</p> <p>Additionally, we successfully reactivated the Alpha Kappa Mu Honor Society with five students joining and Alpha Chi with fourteen students joining. We celebrated these achievements with two induction ceremonies where families participated.</p> <p>Moreover, four of our students participated in a leadership conference at the University of Central Arkansas. Dr. Moore was a featured speaker on study abroad opportunities and the peace corps, and many of our students engaged in the enriching Black Experience London and Paris Trip.</p>	Career Services, and seek research opportunities in their respective departments. We will promote these opportunities and connect students with valuable professional experiences.
Military Science 1. Leadership. Apply critical thinking in leading and motivating members of a team through demonstration of Army Leader Attributes and Core Competencies.	<p>Students are qualitatively evaluated on an “Outstanding”, “Excellent”, “Proficient”, “Capable” and “Unsatisfactory” scale (O/E/P/C/U)) IAW Cadet Command LDP. Expectations are 10% O, 40% E, and 50% P with zero “capable” or failure ratings. Ratings are based on the overall composite of the Army’s 17 Core</p>		

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	<p>Competencies. A minimum overall rating of Capable is required to remain in the program.</p> <p>Core Competencies are: Military Bearing, Physically Fit, Confident, Resilient, Mental Agility, Innovation, Interpersonal Tact, Domain Knowledge, Leads Others, Extend Influence beyond CoC, Lead by Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results.</p> <p>Cadets will develop their critical thinking skills through leading a team. The cadet's improved critical thinking will allow for better leader development. Cadets will develop confidence leading others.</p>		
Military Science 2. Physical Fitness. Be able to demonstrate an exceptional level of physical fitness, stamina, and mental toughness.	Contracted cadets will participate in three physical training (PT) sessions per week and conduct at least two Army Physical Fitness Tests (APFT) each semester. Non-contracted cadet must		

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	<p>participate in one PT session per week.</p> <p>Cadet PT will focus on increased mobility, endurance, and physical strength. Cadets should see and improvement in physical fitness each semester, with a 10% increase in APFT scores.</p>		
Watson Memorial Library	Students will gain an understanding of research resources available in through the Watson Memorial Library	<p>Q1) Classification level-----Freshmen 12.5%, Sophomore 25%, Junior 5%, Seniors 45.31%, and Graduate 10.94%</p> <p>(Q2) Prior Information Literacy instruction---17.19% yes, 75% none, and 7.81% not sure</p> <p>(Q3) Hours of study in the library---53.13% spent 1-4 hours, 15.63% spent 5 to 10 hours, 3.13% spent 11-20 hours, 1.56% more than 20 hours, and 26.56% spent no hours</p> <p>(Q4) If you are assigned a paper to write using scholarly information, which would be the most appropriate source to use? --- 32.81% responded correctly and 67.19% incorrectly</p> <p>(Q5) Overall evaluation of training---57.81%</p>	<p>The library faculty will re-evaluate the assessment questions to improve student learning outcome to answer content research</p> <p>vcThe library will enhance student information literacy skill by continuing the ongoing Open House information literacy training for students and faculty to enhance research skills and writing efficiency, allowing individuals to find, evaluate, use, and communicate credible information in various formats. The library has updated new tutorials on Niche Academy to advance research skills so that students can gather, analyze, and interpret information about specific topics when writing a research paper. This platform has academic videos identifying information needed to develop a</p>

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		<p>very good, 29.69% good, 10.94% fair, and 1.56% very poor (Q6) Knowledgeable Instructor---73.44% strongly agree, 25% agree, and 1.56% neutral</p> <p>(Q7) If you find a very good article on your topic, what is the most efficient source for finding related articles? --- 25% responded correctly and 75% incorrectly</p> <p>(Q8) Method of Instruction preferred--39.68% face-to-face and online, 52.38% face-to-face only, and 7.94 online only</p> <p>(Q9) If you need an article the Library does not own, how would you request a copy for use? 50% responded correctly and 50% incorrectly</p> <p>(Q10) What is the name of the library's one search platform? ---81.25% responded correctly and 18.75% incorrectly</p> <p>(Q11) Material was understandable--- 57.81% strongly agreed, 39.06% agreed, 1.56% neutral, and 1.56 disagreed</p> <p>(Q12) Would recommend the Information Literacy Training---93.44%</p>	<p>research strategy to locate and access information efficiently. It teaches step-by-step concepts of selecting appropriate topics, finding relevant sources, evaluating sources, searching scholarly information, and organizing information. The library faculty will continue to assess users' needs and improving library facilities, services, and resources</p>

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		recommended and 6.56% not sure (Q13) What are LibGuides? --- 65.63% responded correctly, and 34.38 incorrectly (Q14) Satisfaction of educational resources organizing information. The library faculty will continue to assess users' needs and improving library facilities, services, and resources. in the library--- 57.38% excellent, 29.51% good, 11.48% average, and 1.64% do not use (Q15) Accessibility and use of Library Technology---55.74% excellent, 32.79% good, 6.56% average, and 4.92% do not use.	
Viralene J. Coleman Computerized Writing Center	We assist students with identifying their writing problems, discuss methods for improving student writing, and encourage students to use their own thought processes as they write in order to foster stronger and more confident writers.		
Band	Members of the UAPB Band will self-assess teamwork		

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	skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
Vesper Choir	Members of Vesper Choir will self-assess teamwork skills. Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)		
Office of International Programs and Studies	<i>Education Abroad</i>		
	Students will 1) develop competency in one or more of the three areas: a) knowledge and understanding of a thematic topic related to their major/program of study; b) improved fluency in a foreign language; and/or	Working Across Campus Cultures. We learned a very important insight regarding the cultural norms and expectations between the School of Agriculture, Fisheries and Human Sciences (SAFHS) and broader campus culture which impacts education abroad programming. With respect to campus wide education abroad programming, it is	Expanding Campus wide Education Abroad Initiatives. We will strengthen and increase departmental collaborations within other schools across campus as one means of supporting campus wide programs. Two initiatives still in developmental phases include: 1) technical assistance and support for the education abroad component of UAPB's new Spanish minor degree

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	<p>c) practical application of knowledge and skills related to their major/program of study;</p> <p>2) learn how to be flexible and adaptable in a foreign culture; and</p> <p>3) Become partners with OIPS in promoting education abroad at UAPB.</p>	<p>easier to recruit students who are willing to raise funds and apply for scholarships to meet the costs associated with an education abroad program.</p> <p>SAFHS students expect a substantial subsidy or for the full-costs to be covered in order to fully buy-in to an education abroad program. My informed opinion is that this is because SAFHS students are generally afforded opportunities to travel or participate in conferences through financial assistance provided by the U.S. Department of Agriculture. This assistance generally comes through the School or grants awarded to individual faculty or departments. From the global programming side, OIPS now holds multiple grants that will support SAFHS student participation in global travel.</p> <p>Unlike typical campus wide programming where students bear primary responsibility for covering the costs of education abroad, there is a greater and more demanding workload involved in managing funded grants and</p>	<p>and 2) exploratory discussions with the Department of Social and Behavioral Sciences to designate this unit as a Center of Excellence for Global Programming.</p> <p>Regarding the Spanish minor program, OIPS is assisting the Department of English, Humanities and Foreign Languages to identify and vet an overseas provider for intensive Spanish instruction in Costa Rica.</p> <p>With respect to the Department of Social and Behavioral Sciences, OIPS facilitated an opportunity for a faculty member to participate in an HBCU Summit organized by the U.S. Embassy in Colombia. One desired outcome of this event is the formation of an exchange program between UAPB faculty, staff and students and their Afro-Colombia counterparts associated with higher education institutions along the Caribbean coast.</p> <p>Rebuilding Student Trust in Education Abroad. Continued emphasis on interactive dialogue and direct student engagement is key. This is a slower time-consuming process; however, it yields results. For example,</p>

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		<p>overseeing education abroad programs in real time.</p> <p>Reflecting on the previous ten-year period, the end result is that it is hard to manage SAFHS education abroad programming <u>and</u> campus wide programming in a simultaneous manner. This is due to the fact that each employs a different program model with different underlying business processes. Thus, there is something of a see-saw effect with greater emphasis on campus wide programs during certain periods and greater emphasis on SAFHS programs during other periods.</p> <p>Student Fears, Reservations towards Global Engagement. On another note, even as the world normalizes operations in the “post” COVID pandemic era, a more conflictual global context has created an environment that engenders distrust and hesitancy towards international travel. Students appear to be more comfortable with global engagement activities that do not</p>	<p>when I interviewed our Student Ambassador for the first time, I mentioned the opportunity for travel abroad. Her initial reaction was an adamant refusal to even consider the possibility. However, after a semester of working with our office and sharing information about what we do, she has not only taken an interest in education abroad but has submitted her application for the upcoming program in Kenya.</p>

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		require leaving U.S. borders.	
	<i>Peace Corps Prep</i>		
	<p>Program participants will develop competencies through the following:</p> <ol style="list-style-type: none"> 1) Enrollment in coursework related to six thematic areas designated by the U.S. Peace Corps 2) Participation in employment, internships, experiential learning, etc., related to a chosen thematic area. 3) Enrollment in foreign language coursework 4) Enrollment in coursework that promotes cross-cultural/inter-cultural learning. 5) Engagement in campus based leadership development experiences. 6) Participation in the UAPB Collegiate 4-H Club 7) Participation in asset-based community development (ABCD) training 	<p>Student Fears, Reservations towards Global Engagement. The above-mentioned dynamic has been a major factor in bringing Peace Corps Prep back online. That said, because Peace Corps Prep is a U.S. based initiative, this has certainly helped to turn the corner.</p>	<p>Rebuilding Student Trust in Global Engagement. Continued emphasis on interactive dialogue and direct student engagement is key. This is a slower time-consuming process; however, it does yield results. We will continue the collaboration with Black Male Achievers and move forward with the emerging collaboration with Essence of a Woman student organization. Information tables in the cafeteria combined with Classroom and Freshman lab presentations will continue as well.</p>
	<i>UAPB Collegiate 4-H</i>		

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	<p>UAPB Peace Corps Prep members will participate in and gain knowledge and skills through 4-H volunteer activities. UAPB Collegiate 4-H members will learn about and participate in global programs sponsored by OIPS.</p>	<p>This collaboration remains one-sided in that we have been more successful in integrating Peace Corps Prep members in 4-H than vice versa.</p>	<p>Engage in more intentional dialogue with the Director of the 4-H Program on strategies for increasing interest of 4-h members in Peace Corps Prep and other global initiatives.</p> <p>Make a presentation to the 4-H membership at least once during the academic cycle.</p>
	<i>Global Scholarship Initiative</i>		
	<p>Students will:</p> <ol style="list-style-type: none"> 1) Gain information about scholarship opportunities which enable or enhance global engagement. 2) Receive advisement on best practices regarding application submissions. 	<p>We are a tiny unit with only three full-time professionals and no administrative support. Efforts to bring Peace Corps Prep back online continued to move forward more slowly and tediously than envisioned. The additional time managing grants related to SAFHS funded project was also a factor.</p> <p>A decision was made to shift focus on this program strategy to the 2024-2025 academic cycle.</p>	<ul style="list-style-type: none"> ▪ Conduct fall semester information sessions during October and September ▪ Prioritize focus on the following scholarship programs: <ul style="list-style-type: none"> • Benjamin Gilman International Scholarship • Forum on Education Abroad Scholarship Program • Rangle Summer Internship Program <p>Christianson Fellowship Program (post-graduate experience)</p>
	<i>SAFHS Global Leadership Initiative</i>		
	<p>Through a pilot initiative currently being implemented with SAFHS by OIPS, students will be able to:</p>	<p>General comments have already been provided in the previously completed education abroad section.</p>	<p>We will continue implementing funded grants to support SAFHS student participation in education abroad programs. However, we may reduce the number of</p>

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	<p>1) Receive timely updates on academic and professional opportunities in the global arena.</p> <p>2) Participate in global programs designed specifically for students in Food, Agriculture, Natural Resources and Human Sciences (FANRHS) related academic programs and career tracks.</p>		grants sought within a two-year period.
	<i>International Students Association</i>		
		ISA officers need leadership development programs that will strengthen their ability to manage all facets of the association and its various programs and activities.	<p>The Office of Student Involvement and Leadership has introduced a number of leadership development opportunities for UAPB students. OIPS will work more diligently to engage the international student population in those activities.</p> <p>Conduct officer elections for the 2024-2025 academic cycle.</p>
STEM Academy	STEM Academy students gain experience in comportment in the business/research environment through summer internships.	More students participated in summer internship experiences through the workforce and academic research sectors presented through the STEM Academy Guest Lecture Series.	Students will be required to submit information earlier each semester to show they have adequately prepared for both the summer and graduate school and/or the workforce.

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			Guest lecture presenters will also provide opportunities for STEM students to go to work and attend graduate school.
Career Services	Students will understand the job search process and skills for obtaining a job.	Relative to last year, 85.1% of students agreed that career services helped them to understand the job search process. This reporting period 78.9% agreed. Although we had a slight decrease, this is still a strong number based on the number of students we serve.	Discover ways to make the responses to the graduate survey more accurate; Increase the number of applications for summer internships/Co-op placed by sophomores and juniors in Handshake by 50% over the baseline of 85.
Co Curricular Education			
Counseling and Student Wellness	Students will "...learn improved ways to manage mental health issues and crises; develop skills that will assist in gaining/maintaining positive interpersonal relationships; develop increased awareness of the interconnected nature of mental, emotional, and physical well-being; Engage in regular physical fitness."	Assessment data showed the following – 1. 36/48 students knew where to go to receive counseling services. 2. 46/48 knew where the Fitness Center was. 3. 28/48 report trusting the counseling services on campus, 3/48 did not trust them, 17/48 never utilized the services. 4. When asked why they did or did not trust the services, 20/28 students identified confidentiality as a reason to trust, 4/28 identified counselor willingness to listen, 4/28 identified receiving good advice. 5. 27/48 report trusting Student Health Services, 9/48 did not trust, 17/48	1. New equipment has been purchased and installed in Fitness Center 2. Fitness Center has been reorganized to better usability. 3. Counseling Center has developed a podcast to further promote and bring awareness to student issues 4. The Counseling Center has developed a student organization to help build student engagement and promote awareness. 5. Student Health Services has updated its policies and procedures to make them more student friendly. 6. More staff meetings focused on team building

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		never utilized the service. 6. 27 reports receiving appropriate care, 9 reports receiving rude behavior and poor communication. 7. Students rate equipment at Fitness center 4.3/5 8. Students rated customer service at Counseling Center 4.39/5 9. Students rated customer service at Student Health Services at a 4.13/5. 10. Students identified increased promotion, and more equipment at Fitness Center as primary areas of need for this unit.	and comradery will be implemented.
Emerging Scholars Leadership Institute			
Disability Services	Even playing field like students without Disabilities		
Veteran Affairs	Serves the needs of all Veterans and dependents, as well as military service members attending the University Campus. Our office supplements other campus units with special emphasis on the transition and retention of Veterans. Our department maintains productive relationships with offices, agencies, and programs throughout UAPB in order to best		

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	respond to the needs of our Veterans.		
Residential Life	<p>The Department of Residential Services staff will continue to create a community where ideas freely discussed, topics of concern are explored, social and recreational activities provide health and wellness, awareness of global and local issues and concerns reviewed, information about student safety on campus and off-campus discussed, community projects performed, and individuals develop new skills, and a sense of community is fostered among all residents.</p> <p>Student leaders and the residential life staff are committed to strengthening the relationship and level of understanding among people by supporting them in their learning about the diversity that exists within the residence hall communities. The department encourages each person to see this as a lifelong learning process in which we continue to develop the skills and attitudes</p>		

Appendix 4 – Co-Curricular Program Summaries and Plans for Improvement During the 2024_25AY

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	<p>necessary to be positive and productive members of society. Developing these skills and attitudes involves a commitment to value human diversity. We, therefore, encourage acceptance and appreciation of people regardless of race, gender, age, ethnicity, able-bodiedness, sexual orientation, socioeconomic status, or religious affiliation. While holding to the belief that society is strengthened by the acceptance of human diversity and the ideas that generate from that diversity, we encourage staff and students to reach out to each other and develop positive relationships.</p> <p>The residential life staff is there to assist student residents in the development of their academic, social, and personal growth while at the University. The primary goal of the residential life program is to provide residence halls with an atmosphere that is conducive to growth and learning in these areas.</p>		

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Student Health Services	<p>Students will gain access to a range of reproductive health services.</p> <p>Students will be provided with information, services, and supplies for effective reproduction control to enable students to realize their own desires in regard to number and spacing of children and to ensure that education need not be interrupted or limited by an unwanted pregnancy.</p>		<p>Overall, the results were fair, however, we need to increase students' participation.</p> <p>When students schedule an appointment, we will send a reminder either by phone or text.</p> <p>We will encourage students to schedule an appointment time that does not conflict with their class schedule.</p> <p>Encourage completion of pre and post screening.</p> <p>Put 16x24 frame FP posters in frequently visited areas.</p>
Student Involvement and Leadership	<p>1. Enhance student learning and development and increase each participant's knowledge of self and Leadership competence. Self-knowledge: understanding talents, values, and interests.</p> <p>2. Leadership capacity: capacity to</p>		

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	<p>mobilize yourself and others to serve and work collaboratively</p> <p>3. Through guidance within the Office of Student Affairs, prepare students with targeted industry-guided internships, life-skill and college readiness support, and post-college transition guidance.</p>		
Union Programming Board	Positive engagement in student activities	<ol style="list-style-type: none"> 1. Set up a survey for students to give both positive and negative feedback about the program. 2. Gains • Teamwork • leadership skills • activities planning • positive safe environment while attending the university. 3. Build a focus group with the general population of students for ideas for future projects and activities. 4. Setup a text survey 	
Student Success Center	After using our programs for a	Fall 2023: A total of 12 students participated in	The Student Success Center will continue to

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	<p>suitable amount of time, and within the context of each student's individual needs, students will improve their academic performance by earning a "C" grade or better in the subject tutored.</p>	<p>the Enrollment Management and Student Success sponsored tutoring virtually and face to face. Students attended 35 tutoring sessions, attempted 171 credit hours, completed 162 credit hours, and had a 95% course completion rate. Students tutored had an 80% pass rate with a grade C or above. The 12 students tutored ended the fall 2023 semester with an overall grade point average of 3.22.</p> <p>Spring 2024: A total of 28 students participated in the Enrollment Management and Student Success sponsored tutoring virtually and face to face. Students attended 55 tutoring sessions, attempted 386 credit hours, completed 339 credit hours, and had an 88% course completion rate. Students tutored had an 81% pass rate with a grade C or above. The 28 students tutored ended the spring 2024 semester with an overall grade point average of 3.12.</p>	<p>improve program quality and success rates in the next academic year utilizing the following actions.</p> <ol style="list-style-type: none"> 1. Improve the quality of the tutoring program through training and evaluation of tutors, including the use of online media to conduct tutoring. 2. Increase collaboration with instructors in courses where most students struggle. 3. Increase visibility to attract student participants earlier in the semester. 4. Train faculty and staff to use AVISO Retention software to submit early alerts, address student problems early in the semester, engage students, identify persistence and course risk factors, and increase success by providing proactive interventions. 5. Begin hiring and training tutors in Spring and Summer and fully funding the program for the next academic year. 6. Provide additional resources through workshops and tutoring on how to be successful in an online course environment. 7. Increase utilization of the student laptop Loan program by expanding advertising to students and faculty.

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LIONS Program (Learning Institute and Opportunities for New Students)	<p>1. Increase freshmen enrollment in college-level course work by completion of developmental courses.</p> <p>2. Increase persistence of at-risk freshmen by understanding of the elements of "grit" to persist.</p> <p>3. Support academic, personal, social development of new freshmen by active engagement with academic and co-curricular programs at UAPB.</p> <p>4. Increase number of students graduating in 10 or fewer semesters gauged by earlier graduation than non-participants.</p>	<p>Fifty-two freshmen enrolled in the 2023 LIONS Program. Fifty-two students completed the program with an overall GPA of 3.26.</p> <p>The program partnered with the Student Success Peer Mentor and STAR Programs making tutoring and attendance in Enrichment programs mandatory for all participants.</p> <p>During the Spring 2024 semester dozens of LIONS participants were engaged in co-curricular programs, including choir, Band, athletics, and SGA.</p>	<p>Increase academic performance by partnering with other departments on campus, including the Student Success Center, TRIO, Emerging Scholars, and other academic programs.</p> <p>Focus on mandatory tutoring for conditionally admitted students. Promote healthy study habits and class attendance.</p> <p>Continue meeting with students throughout the academic year regularly. Focus on students with delinquent mid-term grades and encourage communication with their instructors and advisors.</p>
UAPB Athletics	<p>Student-Athletes will gain leadership skills to become roles models by competing in intercollegiate athletics.</p>		
Title IX - Affirmative Action	<p>Student will gain an understanding of...</p> <ul style="list-style-type: none"> • Alcohol Awareness • Bystander Intervention • Drug Awareness • Sexual Violence Awareness (CampusSave) 		

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	<ul style="list-style-type: none"> • Intimate Partner Violence <p>I. Title IX/Sexual Assault/Consent</p> <p>II. How to report these matters.</p> <p>III. Resources Available</p> <p>IV. Continue to find creative ways to learn due to our new way of working & learning</p>		